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The Influence of Teacher Certification, Innovative Work Behavior, and Self-Efficacy on Teacher Performance with Digital Literacy as a Moderating Variable at Al Nur Foundation Cibinong

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ABSTRACT

The purpose of this study is to identify and analyze the influence of teacher certification, innovative work behavior, and self-efficacy on teacher performance with digital literacy as a moderating variable. The research method used to investigate the influence of teacher certification, innovative work behavior, and self-efficacy on teacher performance with digital literacy as a moderating variable is the SmartPLS ver 3.0 analysis tool. Hypotheses are tested with path coefficients and indirect effects. This study is a survey research using questionnaires as instruments, with 52 respondents, who are all certified teachers at Al Nur Foundation Cibinong, using a saturated sample method. Data collection was conducted by providing questionnaires to all certified teachers at Al Nur Foundation Cibinong. The results of hypothesis testing indicate the following conclusions: (1) teacher certification (X1) significantly affects teacher performance (Y) with t-statistics of 2.989 > 1.96. (2) Innovative work behavior (X2) does not significantly affect teacher performance (Y) with t-statistics of 1.242 < 1.96. (3) Self-efficacy (X3) significantly affects teacher performance (Y) with t-statistics of 2.826 > 1.96. (4) Digital literacy (X4) as a moderating variable for innovative work behavior (X2) does not moderate the impact on teacher performance (Y) with t-statistics of 1.539 < 1.96. (5) Digital literacy (X4) as a moderating variable for self-efficacy (X3) does not moderate the impact on teacher performance (Y) with t-statistics of 0.651 < 1.96. Furthermore, teacher certification, innovative work behavior, and self-efficacy together have a significant influence on teacher performance, as indicated by an R-Square (R2) value of 0.74.

Keywords: Teacher Certification, Innovative Work Behavior, Self Efficacy, Digital Literacy, Teacher Performance.

1. INTRODUCTION

Education is a crucial aspect that enhances human resources, enabling them to compete in an increasingly advanced era. Education is a long-term investment and serves as the key to a nation's future, ensuring it does not lag behind in civilization. The desired education is modern and of high quality, capable of creating a generation that is intelligent and intellectual. According to Law No. 20 of 2003 on the National Education System (UUSPN), education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to possess spiritual strength, religious values, self-control, personality, intelligence, noble character, as well as the skills necessary for themselves, society, the nation, and the state. To achieve educational goals, the government is intensifying efforts to improve the quality of education. Various initiatives are being undertaken, including expanding learning opportunities, aligning education with labor market needs, increasing the efficiency of education, and enhancing the capabilities of educators and school principals through various forms of education. One important aspect of achieving education that can produce quality human resources is the role of teachers. Teachers have a very strategic function and role in improving the quality of education. Teacher performance, essentially, refers to the work or performance displayed by teachers in carrying out their duties as educators. Teacher performance significantly determines the quality of educational outcomes because teachers are the individuals who most frequently interact directly with students in the teaching and learning process within educational institutions. Teachers are expected to master the knowledge they will impart to students and possess a set of teaching techniques and skills (Nurhattati, 2017).

In this fast-paced technological era, the quality of an individual's performance significantly impacts the productivity of their organization. Various efforts to improve performance are made on the grounds that organizational performance as a whole and collectively aims to achieve organizational goals. Performance improvement efforts are carried out through coaching by considering factors that influence performance, including efforts to improve skills, increase knowledge, and promote self-development. Performance reflects an individual's ability and skill in a specific job, which will affect the rewards from the organization. According to Sutrisno (2016) in Aditya Satria (2017), performance is the success of an individual in carrying out tasks, the results achieved by an individual or a group of people within an organization in accordance with their respective authorities and responsibilities, or how an individual is expected to function and behave according to the tasks assigned to them, as well as the quantity, quality, and time used in carrying out tasks. Nurbaiti (2015) states that good teacher performance must include six elements: understanding the job to be done, having knowledge of the job, being prepared to do it, being able to anticipate any obstacles, knowing what needs to be done, and avoiding relying on others who cannot complete the task. This research was conducted at Yayasan Al Nur Cibinong, established in 1947, starting with a junior high school and high school, and later in 2002, a vocational high school with various majors in Business Management and Engineering was founded. The presence of Yayasan Al Nur in the Cibinong subdistrict has greatly supported the local government by producing graduates who are ready for society and competent in the industrial world.

The phenomenon observed at Yayasan Al Nur Cibinong reveals ongoing issues and challenges related to improving teacher performance, which has not yet reached an optimal level. This is evident from teacher performance that does not meet the school's expectations, such as declining work discipline with teachers arriving late, teaching material not being completed according to the lesson plan, and reduced work capabilities affecting teacher performance. This is illustrated in Table 1.1, which shows the fluctuation in teacher attendance each month, as depicted in Figure 1, and the student evaluation survey of teachers conducted once a year at the end of the even semester, as shown in Figure 1.
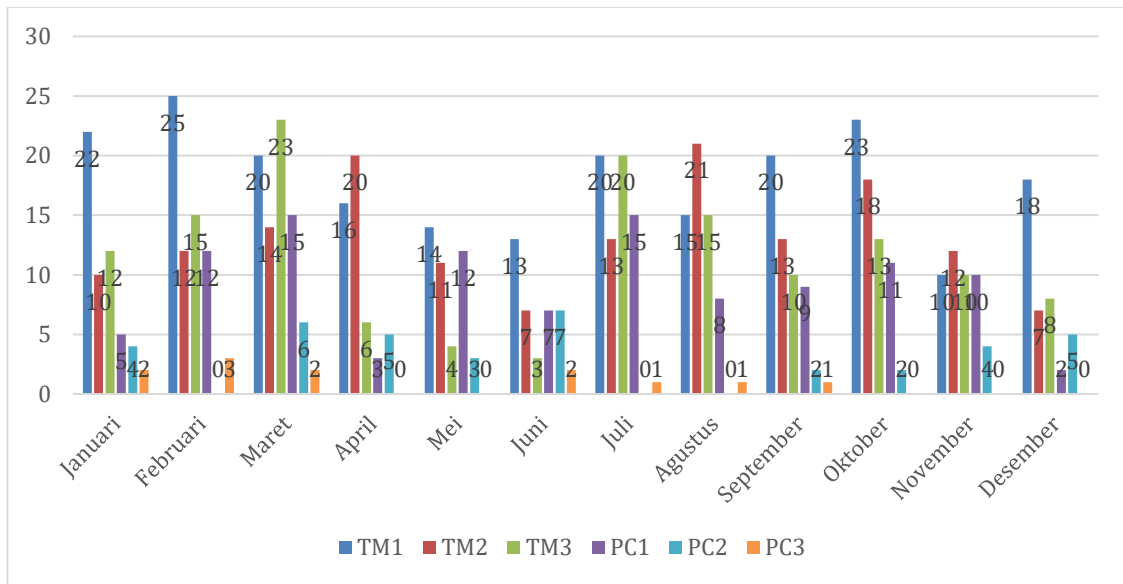
Figure 1. Data on Employee Attendance in the 2019 Academic Year
Source: *Processed from primary data (2021)*

Figure Description:
- TM1: Late arrival by more than 10 minutes
- TM2: Late arrival by more than 20 minutes
- TM3: Late arrival by more than 30 minutes
- PC1: Early departure by more than 10 minutes
- PC2: Early departure by more than 20 minutes
- PC3: Early departure by more than 30 minutes

Figure 2 presents data on the number of late arrivals and early departures of teachers and staff from January to December 2019. It can be observed from the TM1 column that a significant number of teachers and staff arrive late for work by up to 10 minutes, with an average of 18%. For TM2, teachers and staff who arrive late by more than 20 minutes account for an average of 13%. The percentage of late arrivals decreases, but this does not occur consistently every month. Yayasan Al Nur also conducts a student satisfaction survey to evaluate teacher performance annually. This survey is administered to class representatives without the knowledge of the teachers involved, as shown in Figure 2.
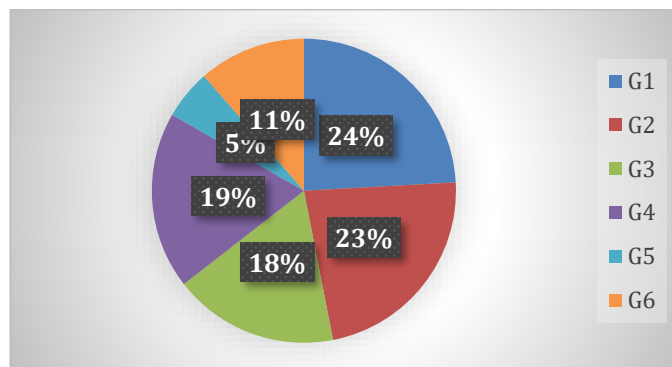

Figure 2. Teacher Survey for the 2019/2020 Academic Year
Source: *Processed from primary data (2021)*

Figure Description:
- G1: Teachers who make learning enjoyable
- G2: Teachers with an attractive appearance
- G3: Teachers who always use teaching media
- G4: Teachers who always use technology media
- G5: Teachers who frequently assign tasks
- G6: Teachers who frequently leave the classroom

From Figure 2, it can be seen that only a few teachers use technology media, at just 19%, and only 18% use teaching media. These figures fall far short of the expectations of students and the foundation in general. Given the data obtained, there is a need for mandatory improvements in teacher performance.

Several factors influence the fluctuating performance of teachers, including teacher certification, innovative work behavior, and self-efficacy. According to Sunanik (2017), teacher certification is an effort to improve the quality of teachers, accompanied by an increase in teacher welfare, with the expectation that it will continuously enhance the quality of education in Indonesia. The certification policy is outlined in Law No. 14 of 2005 on Teachers and Lecturers. This law states that certified teachers are considered competent and thus entitled to improved welfare in the form of functional, professional, structural allowances, and other benefits. Professional allowances are granted not only to teachers who serve as Civil Servants (PNS) but also to non-PNS teachers, provided they hold an educator certificate. E. Mulyasa (2013:34) defines teacher certification as a competency test process designed to reveal an individual's mastery of competencies as the basis for granting an educator certificate. The educator certificate is a procedure used by the authorities to provide a written guarantee that an individual has met the competency standards required to perform the teaching profession.

Table 1. Number of Certified Teachers at Yayasan Al Nur Cibinong

Year	Total Teachers	Certified Teachers
2012	118	41
2018	136	52

Source: *Processed from primary data (2021)*

Teacher certification has a positive and significant impact on teacher performance. Certified teachers complete their performance reports at the beginning of each semester. This finding aligns with studies by Sunanik (2015) and Darmawan Haryo Dewanto et al. (2017), which indicate that teacher certification enables teachers to improve their performance. Research conducted by Budiman (2018) and Nurhattati Fuad (2017) on the impact of teacher certification on teacher performance also yielded positive and significant results. This suggests that teacher certification is a strong predictor of performance improvement, clearly demonstrating a bidirectional relationship between the organization and the teacher. The next factor influencing teacher performance is innovation. According to Surjo Hadi et al. (2020), competitive advantage in an organization can be achieved if there is innovative work behavior and the willingness of leaders to support it.

Change is inevitable in the evolving organizational environment, both internally and externally. Unbeknownst to us, we are now entering an era of disruption, characterized by many changes resulting from rapid technological advancements. The speed of technological growth has led to intense competition and an accelerated pace of innovative change. The era of disruption is marked by the term VUCA, an acronym for Volatility (V), Uncertainty (U), Complexity (C), and Ambiguity (A) (Ariwibowo and Wirapraja, 2018). Ariwibowo and Wirapraja (2018) also state that for companies/organizations to survive in the VUCA era, a strategy is needed to ensure the sustainability of the business. To face situations that lead to uncertainty and volatility, companies/organizations need to innovate to ensure their business

continuity. Soebardi (2012) believes that innovation is the solution to facing every change that occurs. Innovation is understood as corrective action to change, which affects the acceleration of the planning cycle in producing new products and services that provide higher value and satisfaction to stakeholders. Rahayuningsih (2013) explains that innovation is a social or economic success resulting from the introduction or discovery of new methods or the integration of something new into old methods, transforming inputs into outputs in such a way as to create changes that offer added value or utility.

Changes in the external environment of the organization, whether in the regional and global environment or in the competitive business environment, have triggered an increase in organizational innovation today and in the future. However, external environmental influences alone are not sufficient for organizations and individuals within them to generate innovation. Organizations and individuals need both tangible and intangible innovation-supporting tools. One such factor is the creativity of human resources. Creativity allows the discovery of new ideas, new developments, and new methods for the products or services produced (Rahayuningsih, 2013). George and Zhou (2001) define creativity as the ability to generate new and valuable ideas regarding products, services, production methods, or administrative processes that contribute to organizational renewal, survival, and growth in today's uncertain and competitive business environment. Teacher innovative behavior can be enhanced by granting teachers the freedom to teach students through their creativity. The quality of teacher performance is felt by students, making it necessary for teachers to exhibit creative and innovative behavior, which is a type of individual competence. This competence is related to the human ability to generate new ideas and apply them within the organization (Dede Hadian, 2017).

Creativity and innovation are individual abilities aimed at improving work performance. Human resources with high creativity will always think and act to improve the quality of the organization by finding new ways or ideas in work and will not remain passive in seeking changes for the better (Agus Anjar et al., 2020). Innovative work behavior must also be supported by an understanding of digital literacy. According to Andi Asari (2019), digital literacy refers to the interest, attitude, and ability of individuals to use digital technology and communication tools to access, manage, analyze, and evaluate information, build new knowledge, communicate with others, and participate effectively in society. The ability to use technology is part of digital literacy. Law et al. (2018) define "digital literacy as the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for employment, decent jobs, and entrepreneurship. It includes competencies variously referred to as computer literacy, ICT literacy, information literacy, and media literacy." This means that digital literacy is the ability to access, manage, understand, integrate, communicate, evaluate, and create information safely and appropriately through digital technologies for employment, jobs, and entrepreneurship. It encompasses competencies that are variously referred to as computer literacy, ICT (Information and Communication Technology) literacy, information literacy, and media literacy. With digital literacy, it is expected that performance will improve by discovering new ideas or the emergence of creative innovations from teachers in the teaching and learning process. Reinforcing the previous statement, Ridlowi and Himam (2016) state that one of the driving aspects for innovation within an organization is the external environment and stakeholder demands for improving teaching quality in different ways than before. This is also encouraged by government policies requiring teachers to continuously enhance their competencies in line with technological developments.

Innovative and creative work behavior, with digital literacy as a supporting medium, positively impacts teacher performance. This finding aligns with research conducted by Vera Berliana and Tutuk Ari Arsanti (2017) and Muhtosim Arief et al. (2019), as well as research on digital literacy as a supporting medium conducted by Andi Asari (2019) and Desi Agustini et al. (2020), all of which show similar results, namely a positive impact. Research by Yildiz et al. (2017, cited in Santoso et al., 2019) states that employees exhibiting innovative work behavior show performance that exceeds expectations and actively contribute to continuous innovation. Meanwhile, some studies reveal that innovative work behavior does not impact

employee performance (Abdul Khodir, 2020). However, along with the growing trend of innovation recently, several studies suggest that innovative work behavior positively and significantly impacts employee performance (Sujarwo and Wahjono, 2017; Berliana and Arsanti, 2018; Astuti et al., 2019; Santoso et al., 2019; Purwanto et al., 2020).

Performance improvement is also closely related to self-perception regarding how well an individual can function in a particular situation. In other words, the individual must have confidence in their ability to act and channel ideas in expected situations. This self-confidence is better known as self-efficacy. Creativity and innovation in teachers require experimentation and the willingness to learn from these efforts (Priyono Budi Santoso et al., 2019). Self-efficacy is important to consider in performance improvement, alongside certification and innovative work behavior. Self-efficacy is the belief in the probability that one can successfully perform certain actions or future actions and achieve certain outcomes. Self-efficacy is one of the factors that can explain individual performance, as stated by Saugus (2016), who noted that high self-efficacy can help individuals complete the tasks assigned to them. According to Chiang et al. (2013), individuals with high creative self-confidence are sensitive to positive stimuli and tend to adopt a goal-oriented approach to achieving positive outcomes. Additionally, the components of self-confidence include general self-efficacy, a person's estimate of their ability to perform and successfully cope with various situations.

In recent years, several studies have revealed that self-efficacy positively impacts teacher performance. For example, research conducted by Gerson Salomo (2017) and Vera Berliana & Tutuk Ari Arsanti (2017) on the influence of self-efficacy on teacher performance yielded positive and significant results. This suggests that self-efficacy has a strong influence on performance improvement. Meanwhile, some studies reveal that self-efficacy does not affect employee performance (Regina Glady, 2013). However, with the increasing number of training programs held by various parties to enhance individual confidence in developing teacher quality, several studies reveal that self-efficacy positively and significantly impacts employee performance (Yeti Indrawati, 2017; Berliana and Arsanti, 2018; Jeni Fauziah et al., 2016; Santoso et al., 2019). Just like innovative work behavior, self-efficacy can also be supported by digital literacy skills. The more information a teacher receives and the more knowledge they absorb, the higher their level of self-confidence.

Recognizing the importance of digital literacy, Presidential Instruction No. 3 of 2003 on the E-Government Development Strategy mentions that one of the key strategies is the development of human resources in government and the improvement of e-literacy among the public (President of the Republic of Indonesia, 2003). This reinforces the research findings of Desi Agustini, Bukman Lian, and Artanti Puspita Sari (2020), who state that there is a positive influence between self-efficacy and digital literacy on teacher performance. Although Abbas et al. (2019) reveal in their study that there is a negative and insignificant correlation between digital literacy and performance, other studies reveal that digital literacy significantly impacts performance (Westhuizen and Barlow-Jones, 2011; Mohammadyari and Singh, 2015; Marsh, 2018; Yazon et al., 2019; Abbas et al., 2019).

2. METHODOLOGY

The objects of this research are Teacher Certification, Innovative Work Behavior (IWB), Self-Efficacy, Digital Literacy, and Teacher Performance at Yayasan Al Nur Cibinong. This study was conducted at the Al Nur School Foundation, located in the Pabuaran Subdistrict, Cibinong District, Bogor Regency, from January to March 2021.

Operationalization of Research Variables
Based on previous research discussed earlier, the independent or exogenous variables in this study are teacher certification (X1), Innovative Work Behavior (X2), self-efficacy (X3), and digital literacy (X4). The dependent or endogenous variable is teacher performance (Y). These variables will be measured using the following indicators:

1. **Teacher Performance**

Table 2. Operationalization of Research Variables

Variable	Definition	Dimension	Indicator	Scale
Teacher Performance (Y)	According to Law No. 14 of 2005 on Teachers and Lecturers, there are four competencies required for a professional teacher: personal competence, social competence, pedagogical competence, and professional competence.	Quality of work	1. Lesson planning preparation 2. Application of research results in classroom teaching	Likert
		Speed/accuracy of work	1. Accuracy in completing teaching materials according to student characteristics 2. Completion of teaching programs according to the academic calendar	Likert
		Initiative in work	1. Teacher's initiative in using creative teaching models according to the teaching material 2. Wise use of various school inventories	Likert
		Work ability	1. Teacher's ability to maintain a conducive classroom environment 2. Management of teaching and learning activities 3. Assessment of student learning outcomes	Likert
		Communication	1. Teacher's communication in providing tutoring services to	Likert

Variable	Definition	Dimension	Indicator	Scale
			underprivileged students	

2. **Teacher Certification**

Table 3. Operationalization of Research Variables

Variable	Definition	Dimension	Indicator	Scale
Teacher Certification (X1)	Teacher certification according to the National Education System Law No. 20 of 2003 and National Education Standards. The law and regulations state that teacher certification must include competence in the field of study, understanding student characteristics, educational teaching, and professional and personal development.	Competence in the field of study	1. Understanding of educational insight 2. Mastery of academic study materials	Likert
		Understanding student characteristics	1. Understanding student characteristics	Likert
		Professional development	1. Preparation of lesson plans 2. Assessment of student learning outcomes 3. Implementation of follow-up	Likert
		Educational teaching	1. Implementation of educational teaching	Likert
		Teacher personality	1. Faith-based personality 2. Devoutness 3. Pancasila-based outlook 4. Independence and responsibility 5. Authority 6. Discipline 7. Socialization with the community 8. Love and concern for	Likert

Variable	Definition	Dimension	Indicator	Scale
			students' education	

3. **Innovative Work Behavior (IWB)**

Table 4. Operationalization of Research Variables

Variable	Definition	Dimension	Indicator	Scale
Innovative Work Behavior (IWB) (X2)	De Jong & Den Hartog (2008) define Innovative Work Behavior (IWB) as individual behavior aimed at achieving the introduction or effort to introduce new and useful ideas, processes, products, or procedures in work, groups, or organizations.	Idea exploration	1. Noticing issues/problems that are not part of daily work 2. Curiosity about how things can be improved	Likert
		Idea generation	1. Seeking new methods, techniques, or instruments 2. Generating solutions to overcome problems 3. Discovering new approaches to task execution	Likert
		Idea championing	1. Making colleagues enthusiastic about innovative ideas 2. Convincing colleagues to support innovative ideas	Likert
		Idea implementation	1. Introducing innovative ideas for practice at work 2. Contributing to the implementation of new ideas	Likert

4. **Self-Efficacy**

Table 5. Operationalization of Research Variables

Variable	Definition	Dimension	Indicator	Scale
Self-Efficacy (X3)	Self-efficacy is an individual's assessment of themselves or their level of confidence in their ability to perform a task or their	Level	1. Performing tasks of varying difficulty levels	Likert

Variable	Definition	Dimension	Indicator	Scale
	confidence in their ability to perform a task to achieve a specific outcome (Woolfok in Gerson Salomo, 2017).		2. Grouping students according to academic abilities	
		Generality	1. Performing tasks of varying scopes, from broad to limited	Likert
		Strength	1. Emphasizing individual strength or confidence in their beliefs 2. Setting target achievements for work outcomes	Likert

5. **Digital Literacy**

Table 6. Operationalization of Research Variables

Variable	Definition	Dimension	Indicator	Scale
Digital Literacy (X4)	Digital literacy refers to the interest, attitude, and ability of individuals to use digital technology and communication tools to access, manage, analyze, and evaluate information, build new knowledge, communicate with others, and participate effectively in society (Andi Asari et al., 2019).	Technical	1. Independently solving ICT (Information and Communication Technology) technical problems 2. Learning new technology easily 3. Adapting to new technological developments 4. Possessing diverse technological knowledge 5. Creating digital documents	Likert
		Cognitive	1. Searching for information on the internet 2. Knowledge of issues/problems related to internet activities	Likert
		Social-emotional	1. Collaborating better with colleagues through the use of ICT 2. Completing tasks assigned by colleagues	Likert

Population and Sample

In conducting research, it is necessary to identify and study the population to be examined, determine whether the population requires a sample, and decide on the sampling method. The population in this study includes all teachers at Yayasan Al Nur Cibinong. The sample size for this study consists of 52 certified teachers at Yayasan Al Nur Cibinong. According to Sugiyono (2010:116), sampling techniques are methods used to select a sample. To determine the sample to be used in the research, the study employs a saturated sampling technique. Saturated Sampling, according to Sugiyono (2013:122), is a sampling technique where all members of the population are used as samples. This approach is often applied when the population is relatively small, less than 30 respondents, or when the research seeks to generalize with minimal error.

According to Widodo (2017:72), primary data refers to data obtained directly from respondents in the form of answers to questionnaires. A questionnaire is a data collection technique carried out by providing a set of written questions or statements to respondents for them to answer. Primary data are data obtained directly from the source. These are the most recent data obtained from the research. The researcher collected primary data through the distribution of questionnaires. Secondary data are obtained from literature such as scientific books, academic journals, and the internet, which are relevant and support the research conducted.

Data Collection Techniques

According to Sugiyono (2010:193), data collection techniques can be carried out through interviews, questionnaires, observations, or a combination of these methods. In this study, the primary data collection technique is the use of questionnaires. A questionnaire is a data collection technique where a set of written questions or statements is given to respondents for them to answer. Questionnaires are an efficient data collection technique when the researcher is certain about the variables to be measured and knows what can be expected from the respondents. Sugiyono (2013:199) states that primary data can be obtained directly from respondents in the form of their responses to research items in the questionnaire. Questionnaires use an ordinal scale, often referred to as the Likert scale. The Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups about social phenomena. The Likert scale ranges from very positive to very negative, including terms like strongly agree, agree, undecided, disagree, and strongly disagree. For quantitative purposes, responses can be scored from 1 to 5 (with 5 being the highest respondent value). This scale is frequently used in measurement.

Data Analysis Method

Descriptive Analysis

Descriptive statistics relate to the collection, summarization, and presentation of results. Descriptive statistics are used to analyze variables expressed by frequency distribution, either in absolute numbers or percentages. In this study, descriptive data from respondents, such as gender, tenure, etc., will be grouped to produce a frequency or percentage that provides a clear picture of the respondents' data. Additionally, the description of variables, including mean, standard deviation, and mode, is also explained.

Frequency analysis is used to describe respondent characteristics based on gender, age, education, tenure, position, and work unit. To interpret respondent attitudes and perceptions toward questions or indicators, the mean value is used. The mean values are then categorized to identify response tendencies. After grouping the responses, classes are created based on the class range to facilitate the interpretation of respondent responses according to their categorical levels. The following table presents the class distribution for teacher certification, innovative work behavior, self-efficacy, digital literacy, and employee performance constructs.

Table 7. Interpretation of Mean Values in Descriptive Statistics

Mean Value	Category
1.00 ≤ x ≤ 1.80	Very Low / Very Poor
1.81 ≤ x ≤ 2.60	Low / Poor
2.61 ≤ x ≤ 3.40	Moderately High / Moderately Good
3.41 ≤ x ≤ 4.20	High / Good
4.21 ≤ x ≤ 5.00	Very High / Very Good

Source: *Sugiyono (2013:201)*

The mean values in the table above are derived from an interval measurement scale. The use of the interval scale in this study is based on the respondents' answers, which are based on behavior, experiences, and perceptions.

Data Testing

Validity Testing
Validity testing is used to measure whether a questionnaire is valid. A questionnaire is considered valid if the questions can accurately measure what they are intended to measure (Ghozali, 2013). In validity testing, the researcher uses the value of Convergent Validity, which is the loading factor value on the latent variable with its indicators. An indicator is considered valid if it has a loading factor above 0.5 for the intended construct. In addition to the loading factor, the researcher also determines validity using Average Variance Extracted (AVE). The AVE value for each indicator should be greater than 0.5 for a good model.

Reliability Testing
For reliability testing, the researcher will use the Coefficient Alpha method, which measures Cronbach's Alpha value. Cronbach's Alpha values above 0.60 are considered to have high reliability and are acceptable (Nunnally and Bernstein, 1994, in Daud et al., 2018). Based on this, the minimum Cronbach's Alpha value used in this study to measure reliability is 0.60. Additionally, the researcher uses Composite Reliability. Composite Reliability is used to test the reliability of indicators for a variable. A variable is considered to meet Composite Reliability if it has a Composite Reliability value greater than 0.7. Reliability testing with Composite Reliability can be strengthened using Cronbach's Alpha. A variable is considered reliable or meets Cronbach's Alpha if it has a Cronbach's Alpha value greater than 0.6. This study also uses Discriminant Validity. This value is the cross-loading factor, which is useful for determining whether a construct has adequate discriminant validity, i.e., by comparing the loading values on the intended construct with the loading values on other constructs.

Model Evaluation
The model used is a structural model, which describes the prediction of the independent latent variables (exogenous) on the dependent latent variables (endogenous) both partially and simultaneously.
The researcher uses R-Square and multiple regression. R-Square in SEM analysis is used to determine the contribution of the dependent variable to the independent variable. The coefficient of determination (R^2) essentially measures how far the model can explain the variation of the endogenous variable (Ghozali, 2010). The R-Square value ranges from 0 to 1, with higher values indicating a better model.

Multiple Regression Analysis
Multiple regression analysis is used to measure the effect of more than one predictor variable (independent variable) on the dependent variable.

Hypothesis Testing

Hypothesis testing is performed using the SEM (Structural Equation Modeling) method. SEM 3.0 is an advancement of path analysis and multiple regression analysis, both of which are forms of multivariate analysis models. "Compared to path analysis and multiple regression, the SEM method is superior because it can analyze data more comprehensively. Data analysis in path analysis and multiple regression is only conducted on the total score of variables, which is the sum of the research instrument items. Thus, path analysis and multiple regression are performed at the latent variable (unobserved) level. In contrast, data analysis in SEM can go deeper because it is performed on each item score of a research variable instrument. Items in SEM analysis is called manifest (observed) variables or indicators of a construct or latent variable" (Haryono and Wardoyo, 2012:1).

3. RESULT AND DISCUSSION

Structural Model

Based on the formulated hypotheses and using SmartPLS software, the structural model is obtained, as shown in Figure 3.
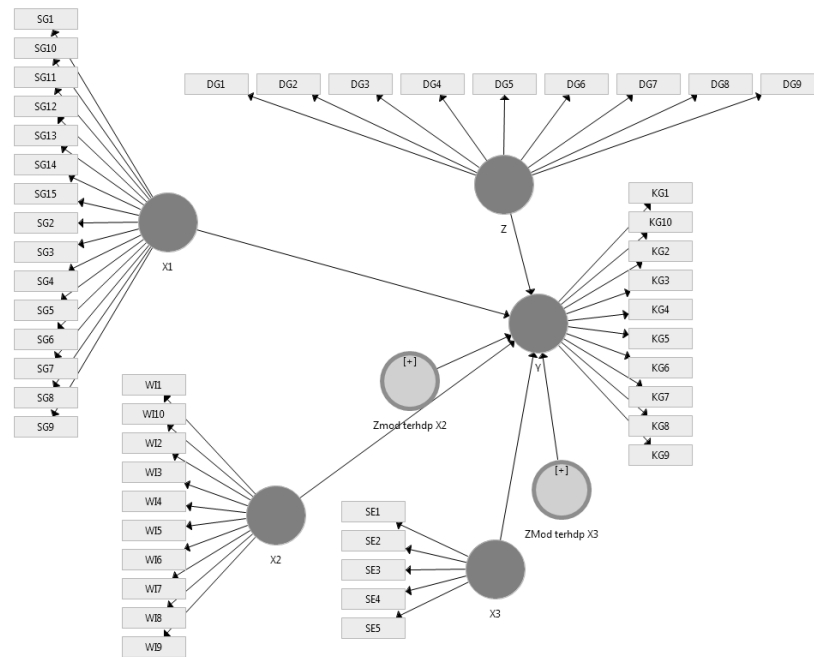

Figure 3. Structural Model of the Research Data

Source: *Processed from primary data (2021)*

From Figure 3, it is evident that the Teacher Certification variable is measured using 15 indicators, Innovative Work Behavior is measured using 10 indicators, Self-Efficacy is measured using 5 indicators, Digital Literacy is measured using 8 indicators, and Teacher Performance is measured using 10 indicators.

Evaluation of the Measurement Model (Outer Model)

This model specifies the relationship between latent variables and their indicators, or it can be said that the outer model defines how each indicator relates to its latent variable (Wati, 2017). The tests conducted on the outer model are:

Convergent Validity
The convergent validity is determined by the loading factor value of the latent variable with its indicators. The expected loading factor value is > 0.7, but for initial research, a loading value above 0.5 is still considered valid.
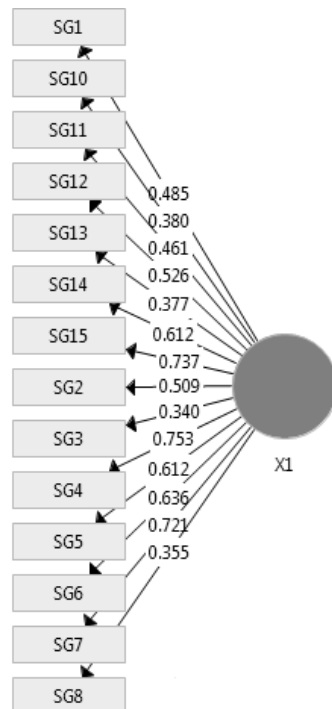

Figure 4. Teacher Certification Validity Test (1)
Source: *Processed from primary data (2021)*

Based on Figure 4, the most influential indicator of the Teacher Certification variable is SG4, where teachers prepare lesson plans before teaching, with the highest value of 0.753. An indicator is considered valid if it has a loading factor above 0.5 for the intended construct. Based on the loading factor results from Figure 4, there are values below 0.5, namely SG1, SG10, SG11, SG13, SG3, and SG8, which means these indicators are not valid for the Teacher Certification variable. Therefore, their validity was re-tested. After re-testing, only the valid indicators were used in the subsequent analysis, as shown in Figure 5.
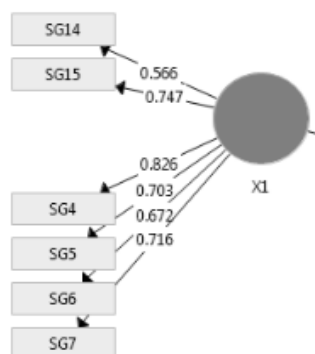

Figure 5. Teacher Certification Validity Test with Valid Indicators
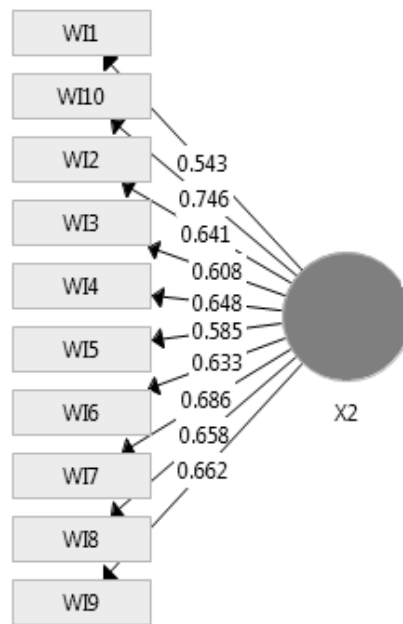**Source:** *Processed from primary data (2021)*

42

Figure 6. Innovative Work Behavior Validity Test

Source: *Processed from primary data (2021)*

Based on Figure 6, the most influential indicator of the Innovative Work Behavior variable is WI10, where the teacher attempts to develop new things, with the highest value of 0.746. All indicators of Innovative Work Behavior (X2) are valid.
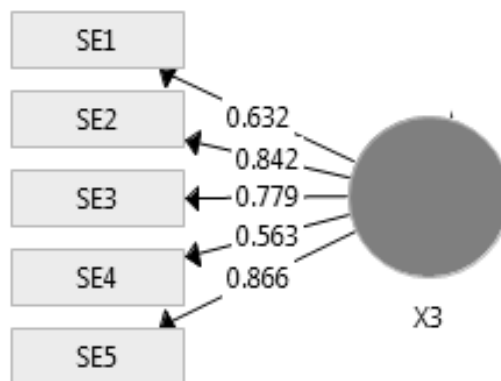

Figure 7. Self-Efficacy Validity Test

Source: *Processed from primary data (2021)*

Based on Figure 7, the most influential indicator of the Self-Efficacy variable is SE5, where the teacher can set achievement targets for their work, with the highest value of 0.866. All indicators of Self-Efficacy (X3) are valid.
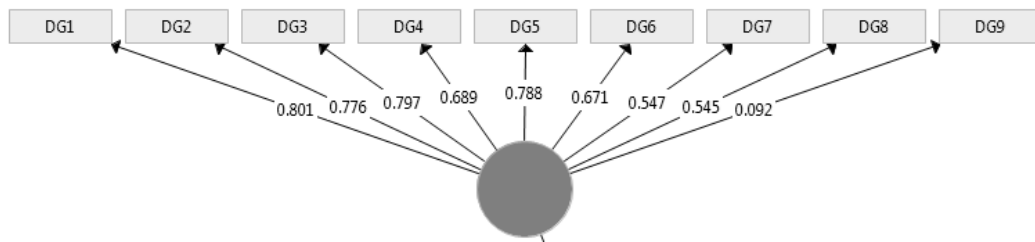
Figure 8. Digital Literacy Validity Test

Source: Processed from primary data (2021)

Based on Figure 8, the most influential indicator of Digital Literacy is DG1, where the teacher is able to solve technical ICT (Information and Communication Technology) problems, with the highest value of 0.802. The indicator DG9 was found to be invalid, as it has a loading value below 0.5. Therefore, only valid indicators were used in the subsequent analysis, as shown in Figure 9.
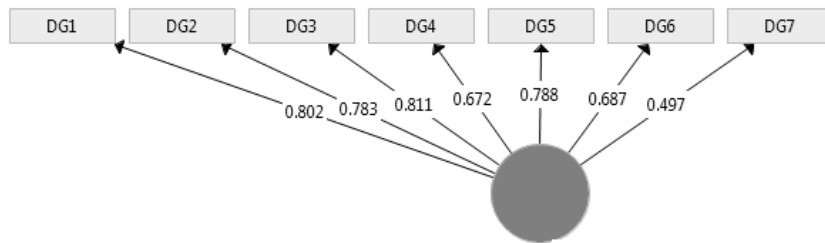

Figure 9. Digital Literacy Validity Test with Valid Indicators

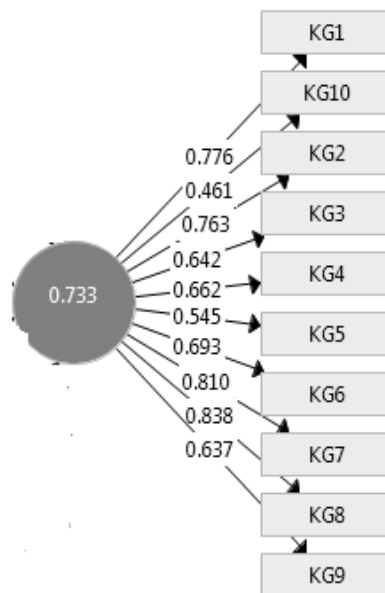*Source: Processed from primary data (2021)*

Figure 10. Teacher Performance Validity Test

Source: Processed from primary data (2021)

Based on Figure 10, the most influential indicator of Teacher Performance is KG8, where the teacher is able to manage teaching and learning activities, with the highest value of 0.838. The indicator KG10 was found to be invalid, and only valid indicators were used in further analysis, as shown in Figure 11.
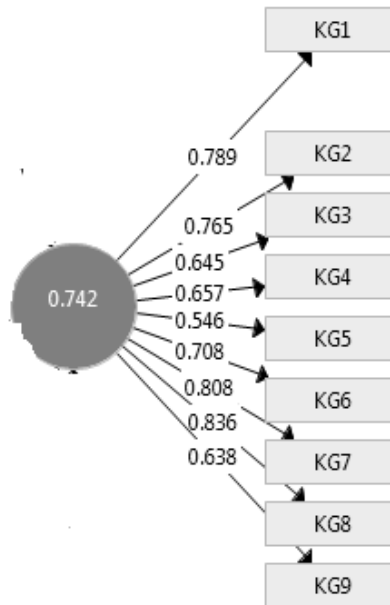

Figure 11. Teacher Performance Validity Test with Valid Indicators
Source: *Processed from primary data (2021)*

Table 8. Outer Loading

Var	X1	X2	X3	X4	Y
SG2	0.509				
SG4	0.753				
SG5	0.612				
WI10		0.746			
SE5			0.866		
DG1				0.801	
KG8					0.838

Source: *Processed from primary data (2021)*

Based on the outer loading of the variables Teacher Certification (X1), Innovative Work Behavior (X2), Self-Efficacy (X3), Digital Literacy (X4), and Teacher Performance (Y), all outer loading values are above 0.5, indicating that all indicators for each variable are valid.

Average Variance Extracted (AVE)
In addition to observing cross-loading values, discriminant validity can also be assessed by examining the average variance extracted (AVE) for each indicator. The AVE value must be greater than 0.5 for a model to be considered good.

Table 9. Average Variance Extracted (AVE)

Variable	AVE
(X1) Teacher Certification	0.503
(X2) Innovative Work Behavior	0.519
(X3) Self-Efficacy	0.557
(X4) Digital Literacy	0.529
(Y) Teacher Performance	0.513

Source: *Processed from primary data (2021)*

Based on Table 9, all variables have AVE values greater than 0.5, indicating that each variable has good discriminant validity.

Discriminant Validity
Discriminant validity is measured by comparing the loading of indicators on their respective constructs with the loading on other constructs.

Table 11. Cross Loading

Var	X1	X2	X3	X4	Y
DG1	0.188	0.614	0.294	0.802	0.399
SE1	0.588	0.396	0.493	0.183	0.410
KG8	0.641	0.633	0.703	0.616	0.836

Source: *Processed from primary data (2021)*

The cross-loading values show good discriminant validity, as the correlation between indicators and their respective constructs is higher than their correlation with other constructs.

Composite Reliability
Composite reliability is used to assess the reliability of the indicators for each variable. A variable is considered reliable if the composite reliability value is greater than 0.7.

Table 12. Composite Reliability

Variable	Composite Reliability
(X1) Teacher Certification	0.857
(X2) Innovative Work Behavior	0.844
(X3) Self-Efficacy	0.860
(X4) Digital Literacy	0.885
(Y) Teacher Performance	0.903

Source: *Processed from primary data (2021)*

Based on Table 12, all variables have composite reliability values greater than 0.7, indicating high reliability for all variables.

Cronbach's Alpha
Cronbach's Alpha strengthens the reliability test conducted using composite reliability. A variable is considered reliable if it has a Cronbach's Alpha value greater than 0.7.

<div align="center">

Table 13. Cronbach's Alpha

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Variable	Cronbach's Alpha
(X1) Teacher Certification	0,798
(X2) Innovative Work Behavior	0,778
(X3) Self-Efficacy	0,794
(X4) Digital Literacy	0,853
(Y) Teacher Performance	0,880

Source: *Processed from primary data 2021*

Based on the data in Table 13, it is evident that the Cronbach's Alpha values for all research variables are greater than 0.7. These results indicate that each of the research variables meets the Cronbach's Alpha requirements, leading to the conclusion that all variables possess a high level of reliability.

Evaluation of the Structural Model (Inner Model)

In this study, the equations were derived based on the structural model diagram, and the following results were obtained using the PLS Algorithm and PLS Bootstrapping methods. This equation indicates that an increase of one unit in the scores of Teacher Certification, Innovative Work Behavior, and Self-Efficacy contributes 0.344 by X1, 0.156 by X2, and 0.389 by X3 to the Teacher Performance variable. Figure 12 and 13 explains that Teacher Certification, Innovative Work Behavior, and Self-Efficacy collectively contribute 74.2% to Teacher Performance
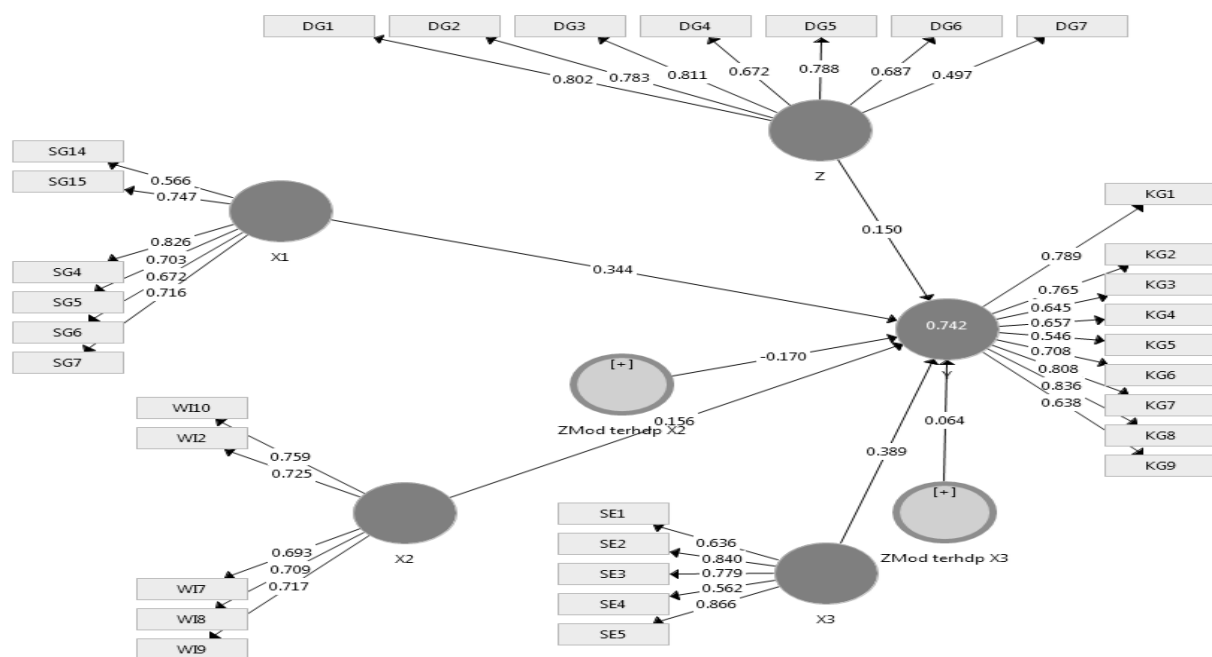

Figure 12. PLS Algorithm for Valid Data
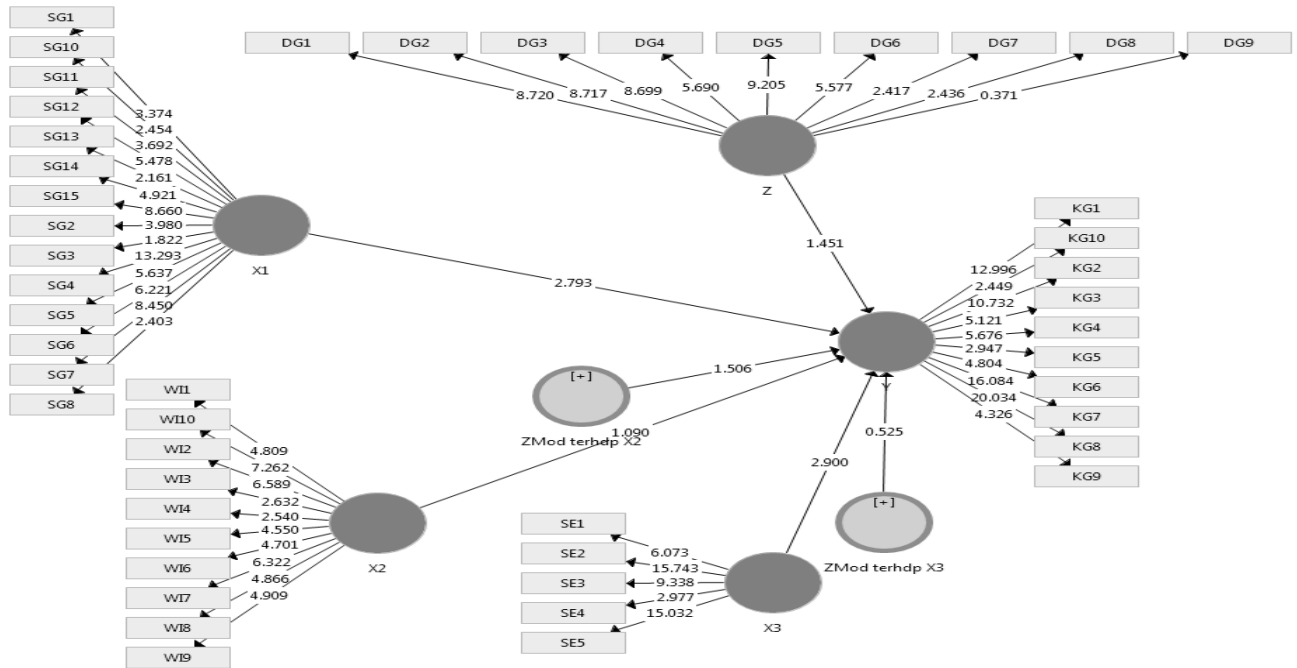
Source: *Processed from primary data 2021*

Figure 13. PLS Bootstrapping

Source: *Processed from primary data 2021*

Hypothesis Testing

To predict the causal relationships between latent variables in this study, bootstrapping was conducted using T-statistic testing parameters. The test results are presented in Table 4.20.

Table 14. PLS Bootstrapping

Path	Original Sample (O)	P Values	Description
(X1) Teacher Certification -> (Y) Teacher Performance	0,344	0,003	Significant
(X2) Innovative Work Behavior -> (Y) Teacher Performance	0,156	0,215	Not Significant
(X3) Self-Efficacy -> (Y) Teacher Performance	0,389	0,005	Significant
(X4) Digital Literacy -> (X2) Innovative Work Behavior	-0,170	0,112	Not Moderating
(X4) Digital Literacy -> (X3) Self-Efficacy	0,064	0,515	Not Moderating

Source: Processed from primary data 2021

Discussion

This study was conducted to examine the factors influencing teacher performance at Yayasan Al Nur Cibinong. The factors under investigation include Teacher Certification, Innovative Work Behavior, and Self-Efficacy, with Digital Literacy as a moderating variable.

The Influence of Teacher Certification on Teacher Performance

According to E. Mulyasa (2013:34), teacher certification is defined as a competency testing process designed to reveal an individual's mastery of competencies as the basis for granting an educator certificate. The teacher certificate is a procedure used by authorities to provide a written guarantee that an individual has met the competency standards required to perform the teaching profession. The findings of this study indicate that teacher certification has an impact on teacher performance. The provision of educator certificates and continuous professional allowances enhances teacher performance, as certification provides teachers with the legitimacy to continue developing knowledge in their respective fields, thereby improving their performance. This study's results reinforce previous research conducted by Budiman (2018), which found that teacher certification significantly impacts teacher performance. Similarly, Nurhattati Fuad (2017) also found a significant relationship between teacher certification and teacher performance. Further studies by Sunanik (2015) and Darmawan Haryo Dewanto et al. (2017) also reported a significant influence of teacher certification on teacher performance.

The Influence of Innovative Work Behavior on Teacher Performance

De Jong & Den Hartog (2008) define innovative work behavior (IWB) as individual behavior aimed at introducing or attempting to introduce new and useful ideas, processes, products, or procedures within work, groups, or organizations. The results of this study show that Innovative Work Behavior does not influence teacher performance. This outcome could be attributed to the age and tenure of the respondents in this study. The average age of respondents is over 40 years, with an average tenure of 15 years. At this stage, teachers may experience fatigue and burnout in their teaching activities. Innovative Work Behavior does not affect teacher performance because teachers believe that they can fulfill their primary teaching duties even without engaging in innovation. These findings contradict previous research. Berliana and Arsanti (2018) revealed in their study that individuals with innovative work behavior who create new ideas can improve performance outcomes. Santoso et al. (2019) found that the components of innovative work behavior—idea exploration, idea generation, idea championing, and idea implementation—are valid and have a positive and significant relationship with performance.

The Influence of Digital Literacy as a Moderating Variable between Innovative Work Behavior and Teacher Performance

Abas et al. (2019) define digital literacy as a set of abilities or competencies comprising knowledge, skills, and behaviors for the effective use of digital devices such as smartphones, tablets, laptops, and desktop PCs for collaboration, communication, and advocacy. This study found that Digital Literacy does not moderate the influence of Innovative Work Behavior on Teacher Performance. This is a novel finding, as no previous studies have examined the relationship between innovative work behavior and teacher performance with digital literacy as a moderating variable. The results indicate no significant influence between innovative work behavior and teacher performance when moderated by digital literacy. This outcome could be due to the age and tenure of the respondents, who are on average over 40 years old and have been working for around 15 years. At this stage, teachers are likely in their comfort zone, with little desire to improve their digital knowledge.

The Influence of Self-Efficacy on Teacher Performance

Bandura (1997) defines self-efficacy as an individual's belief in their ability to organize and execute actions to achieve set goals and evaluate their level and strength across various activities and contexts. The study results indicate that self-efficacy significantly affects teacher performance. This can occur because the higher a teacher's mastery of the subject matter, the greater their confidence in the teaching and learning process, thus enhancing their performance. This study's findings support previous research conducted by Gerson Salomo (2017), which found that self-efficacy significantly influences teacher performance.

Additionally, Slamet and Yohanes (2017) found a significant relationship between self-efficacy and teacher performance in their study.

The Influence of Digital Literacy as a Moderating Variable between Self-Efficacy and Teacher Performance

Ng (2012) in the European Information Society defines digital literacy as "the awareness, attitude, and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze, and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, in order to enable constructive social action; and to reflect upon this process." This study presents a novel finding, as no prior research has examined the relationship between self-efficacy and teacher performance with digital literacy as a moderating variable. The results show no significant influence between self-efficacy and teacher performance when moderated by digital literacy. This could be due to the age and tenure of the respondents, who are on average over 40 years old and have been working for around 15 years. At this stage, teachers may have settled into a comfort zone, with little interest in enhancing their digital knowledge.

Simultaneous Influence of Teacher Certification, Innovative Work Behavior, and Self-Efficacy on Teacher Performance

Budiman (2018) states that high teacher performance is believed to inspire enthusiasm within teachers to continually improve their work methods. This work spirit becomes the primary source of productive behavior. This aligns with Kunandar (2007), who emphasizes the need for teachers with the ability, knowledge, and responsibility towards their profession, demonstrated through high performance. This study concludes that teacher certification, innovative work behavior, and self-efficacy simultaneously have a positive impact on teacher performance. The higher the levels of teacher certification, innovative work behavior, and self-efficacy, the more teacher performance improves.

4. CONCLUSIONS

Regarding the hypothesis testing, it was found that teacher certification significantly influences teacher performance, indicating that improvements in teacher certification positively impact teacher performance. In contrast, innovative work behavior did not significantly affect teacher performance, suggesting that such behavior is not a determining factor in teacher performance. Additionally, digital literacy did not strengthen the impact of innovative work behavior on teacher performance, indicating that it is not a moderating factor in this context. Self-efficacy was found to significantly influence teacher performance, meaning that teachers' confidence in their abilities plays a crucial role in their performance. However, digital literacy did not enhance the effect of self-efficacy on teacher performance, further reinforcing its lack of a moderating role. Collectively, teacher certification, innovative work behavior, and self-efficacy have a significant positive impact on teacher performance, explaining 74.2% of the variance in performance, with the remaining 24.8% influenced by other factors outside the model. Based on the findings, several recommendations can be made. While teacher certification is categorized as moderately high, the research indicates a low score in the dimension of educator personality, particularly in social relations with students and the community. This may be attributed to the age and tenure of certified teachers, who are mostly between 41-50 years old and have worked for 11-20 years, potentially leading to a sense of comfort in their roles. To enhance the educator personality dimension, particularly in social interaction and care for students' education, the foundation should promote social development activities involving teachers, students, and community members, such as religious events.

Regarding innovative work behavior, although it is categorized as moderately high, there is a low score in the indicator of addressing issues outside of daily work, which falls under the idea exploration dimension. The foundation could organize training or in-house training (IHT) sessions aimed at developing ideas, which is expected to enhance teacher performance. For self-efficacy, which is also categorized as moderately high, there is a low score in the indicator of completing additional tasks assigned by the school, part of the level dimension, and in the indicator of mastery of teaching materials and classroom management, part of the strength dimension. The foundation should evaluate individual teachers to assign additional tasks based on their respective levels of ability, ensuring the desired outcomes are achieved. Additionally, organizing training or peer supervision could boost confidence in mastering teaching materials and managing classrooms. To improve teacher performance through teacher certification at Yayasan Al Nur, efforts should focus on enhancing the professional quality of teachers, encouraging them to be more enthusiastic, energetic, and passionate in their work. Improving teacher performance through innovative work behavior can be achieved by fostering a work environment that stimulates employees to generate solutions, ideas, or new approaches and supports their implementation. Enhancing teacher performance through self-efficacy can be addressed by providing additional training or professional development to increase teachers' confidence in mastering the material to be taught. To boost teacher performance through digital literacy, it is necessary to enhance teachers' digital competencies, enabling them to operate information and communication technology (ICT) independently, such as using applications/information systems, leveraging the internet for online collaboration, and seeking information to complete tasks. This will help teachers move beyond their comfort zones and develop their digital skills. Research on teacher certification and performance has been widely conducted in Indonesia. However, studies on innovative work behavior and self-efficacy remain scarce, particularly in the education sector. To support the advancement of knowledge in Indonesia, especially at STIE Kusuma Negara, the author encourages further research on innovative work behavior and digital literacy in the context of the current digital transformation era and the Fourth Industrial Revolution. For the author, this study can serve as a foundation for future research, allowing for deeper exploration by adding variables and/or different dimensions. Future studies could also involve larger sample sizes or different research locations for comparative purposes.

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