

THE MEDIATING ROLE OF PSYCHOLOGICAL EMPOWERMENT AND CREATIVE PROCESS ENGAGEMENT ON THE INFLUENCE OF LEADERSHIP EMPOWERMENT AND CREATIVITY: CASE STUDY OF CPNS LECTURE'S

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ABSTRACT

This study aims at testing the influence of empowering leadership on the creativity of CPNS Lecturers, by exploring the mediating variables, namely psychological empowerment and creative process engagement. The research was conducted at CPNS Lecturers who had participated in the 2021-2022 LATSAR program at the Center for Training and Development and Government Management Studies, LAN RI, Makassar City. The hypothesis testing uses Structural Equation Modeling (SEM). The research findings show that empowering leadership has a positive influence on the psychological empowerment of lecturers' CPNS, where this interaction also affects the engagement of the creative process. The attachment to the creative process then has a positive effect on creativity.

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1. INTRODUCTION

The dynamics that occur in the external environment require organizations to continue to survive in a competitive climate. Organizations must be able to move forward and adapt to the environment, because basically the environment has an important role for its growth. Organizations that are able to develop are organizations that are able to identify various resources and organizational capabilities. (Albrecht & Andretta, 2011).

Creativity can build an organization's competitive ability because creativity is needed to adapt to changes in the environment and gain competitive advantage. Creativity can also contribute to the innovation, effectiveness and sustainability of an organization (Amabile, 1996; Shalley et al., 2004). Employees who have creative ideas are expected to be able to apply these ideas in their work to be developed, and disseminated as positive energy for other employees in the organization

Likewise in higher education organizations which are at the forefront in advancing and educating the nation's children, universities are required to be able to encourage the transformation of ideas and a good academic climate. The existence of professional teaching staff (lecturers) plays an important role in realizing the goals of national education, namely educating the life of the nation, building human qualities that are superior in faith/piety, virtuous character, mastering science, technology and art.

Professional lecturers in the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers, are reflected as professional educators and scientists with the main task of transforming, developing and disseminating science, technology and art through education, research and community service. Aspects of lecturer professionalism are expressed as work or activities carried out by a person and become a source of income where expertise, skills and abilities are needed to meet certain quality standards.

A lecturer have 4 main competencies namely pedagogic competence, personal competence, social competence and professional competence. In order to ensure that the implementation of lecturers' duties can run according to quality standards, empowerment efforts are needed so that they can be more involved in their work decisions and activities. According to Amabile (1996), organizational encouragement (organizational culture), encouragement from leaders, work group support, sufficient resources, challenging work and freedom/autonomy are environmental aspects that support creativity. While organizational hurdles, work pressure is an aspect that inhibits creativity.

Prospective Lecturer Civil Servants are people who have passed the selection process for prospective civil servants under the Ministry of Research & Technology DIKTI. In order to legally become civil servants, they must take part in the CPNS Basic Training (LATSAR). The basic training for civil servant candidates is 113 working days or 1,141 JP with details of 33 working days (288 JP) for classical learning and 80 working days (853 JP) for non-classical learning (actualization on the habituation learning agenda) in the workplace.

This research wants to examine leadership style as an important variable in encouraging the creativity of new lecturers. Scott & Bruce (2007) state that leadership style is a manifestation of certain behavior of a leader, related to his ability to lead. The embodiment forms a certain pattern or action. Subordinates who are satisfied with the leadership style adopted by their superiors will not only comply with the orders given, but will also have a deeper attachment to their organization.

Table 1. Previously Reseach Influence Style Leadership there is Creativity Employee

Researcher	Variable	Method	analysis unit	Findings
Shin and Zhou, 2003	leadership , and creativity	Survey	Employee	The positive influence of transformational leadership on employee creativity
Gong <i>et al.</i> 2009	leadership , learning orientation , creativity and <i>creative self-efficacy</i>	Survey	Employee (insurance agent)	Positive influence of transformational leadership & learning orientation on creativity
ethers <i>et al.</i> 2010	Transformational and transactional leadership in innovative behavior	Survey	Employees (government agencies)	Positive influence of transformational leadership on innovative behavior (creativity) when employees feel empowered
Wang and Rode, 2010	leadership and follower creativity	Survey	Research assistant in the MBA program	Transformational leadership effect on follower creativity, when in moderation introduction to leader and organizational climate
Yoshida <i>et al.</i> 2013	<i>Servant leadership, leader identification</i> , organizational climate, employee creativity	Survey	Work teams in various industries (finance, manufacturing, telecommunication)	<i>Leader identification</i> mediates the influence of <i>servant leadership</i> on employee creativity
Moss and Ritosa, 2007	Leadership, commitment work and _ creativity	Survey	Government employee	Leadership has no effect on creativity

Source: Utami (2016)

Based on Table 1, it can be seen that there are some inconsistencies in the results of previous studies that examined the relationship between leadership and employee creativity. In general, a positive relationship was found between leadership, transformational leadership and employee creativity. However, the characteristics of employees (lecturers) with great curiosity, interest in complexity, autonomy, having good cognitive abilities and extensive knowledge, and having an internal locus of control that can contribute to the emergence of creativity have not been found much (Woodman et al. al., 2013). This is where empowering leader behavior is very relevant, especially in the aspects of participation in decision making and the perception of autonomy that determines creativity is fulfilled (Utami, 2016).

Besides that, from a contextual point of view, it was found that the success of Lecturer CPNS habituation after they attended LATSAR Candidates for PNS were determined by the characteristics of the

leadership in their institution. In general, they come from state universities spread throughout Indonesia. Of course, this demographic peculiarity can provide a repertoire for knowledge development, where in general related research is mostly taken in the context of corporate organizations.

2. METHOD

This research is a quantitative research. Respondents in this study were CPNS Lecturers of the Ministry of Education and Culture who were Latsar participants at the Center for Training and Development and Government Management Studies LAN RI Makassar in 2021-2022 with a working duration of 1-2 years at homebase institutions. The measurement of the questionnaire in this study used a Likert scale for the statement of each research variable with a value of 1-5: (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). The measurement instrument regarding leaders who empower consists of four constructs, namely referring to the dimensions of leading by good example, making joint decisions that are participatory, conducting coaching, providing information and showing concern (Arnold et al., 2000). The measurement for this psychological empowerment variable consists of 4 constructs which have 3 items for each construct, these constructs consist of meaning items, competence items, self determination items, impact items (Spreitzer, 1995). The creative process engagement variable consists of the constructs of problem identification, information seeking and encoding as well as the creation of ideas and alternatives. The control variables in this study were age, gender, years of service and also the last education of employees (George & Zhou, 2001; Shalley et al., 2004; Zhang & Bartol, 2010).

Analysis of the research data using the Structural Equation Model (SEM). The measurement in SEM contains two parts, namely (1) a measurement model that contains steps to relate the measured variables (observed variables) with latent variables and (2) a structural model that contains steps to examine the relationship between one latent variable and another. other latent variables (Gudono, 2014). This study was analyzed using the Warp PLS 3.0 statistical tool and using a two-step approach.

3. RESULT AND DISCUSSION

Hypothesis testing (structural model) is carried out by looking at the path coefficient value and the significance value (p-value).

Table 2. Hypothesis Testing

Path	coefficient	P Value	R ²	Q ²	Effect Size
Empowerment Leadership	0.451	P<0.001	0.20	0.205	0.202
Psychological Empowerment					
Psychological Empowerment	0.665	P<0.001	0.44	0.445	0.442
Creative Engagement Process					
Creative Engagement Process	0.603	P<0.001	0.43	0.434	0.392
Creativity					
Creative Engagement Process	0.095	P < 0.05			0.018
Indicator fit					
APCs	0.253	P<0.001			
ARS	0.358	P<0.001			
AVIF	1.095	P<0.001			

The research results shown in table 2 are the results of the final study by including four control variables including age, gender, education and years of service which are believed to have an influence on employee creativity (George & Zhou, 2001; Shalley, et al., 2004). Researchers control or control other variables that are not hypothesized to obtain good internal validity.

The output of the research shows that after controlling for the variables age, gender, education and years of service, the path coefficient value remains positive and significant. The control variables for gender and employee education show a positive coefficient value and a significant p value (gender: $\beta = 0.09$ p value 0.029, education: $\beta = 0.097$ p value 0.031), for the control variable age the coefficient is positive but not significant ($\beta = 0.003$ p value 0.407) while the coefficient value of the length of service variable is negative and not significant ($\beta = - 0.02$ p value 0.305). So that years of service and age are known to be not related to employee creativity. employee personality (Tett & Burnet, 2003).

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Effects of Empowerment Leadership Behavior on Psychological Empowerment

Hypothesis 1 which states that empowering leadership behavior has a positive effect on psychological empowerment is supported (coefficient 0.451; value of $R^2 = 0.20$ $p < 0.001$). These findings confirm that leadership is one of the relevant situational variables for personality (Tett & Burnet, 2003). These findings are also in line with the results of Aherne et al. (2005) which shows that empowering leadership has a positive effect on employee self-efficacy.

Empowerment with a psychological approach emphasizes the subjective dimension, namely whether it is true that an employee experiences and feels empowerment itself. Self-confidence can only be felt and measured by the individual concerned. Employees who are given greater authority and responsibility in making decisions will increasingly believe in their ability to work and will be able to make a real contribution to achieving organizational goals (Spreitzer, 1995).

In the CPNS context, the lecturer shows that when these new lecturers feel that their leader has empowering leadership behavior, they will also feel psychologically empowered. This creates meaningful work, awakens self-competence, gives authority in decision making and creates a positive impact on their performance. The results of this study also confirm the research by Aherne et al. (2005), Dewettinck and Ameijde (2011) which stated that empowerment leadership behavior has a positive effect on employee empowerment. In addition, the results of this study also confirm the research of Zhang and Bartol (2010) which analyzes the positive and significant influence of leadership empowerment on the psychological empowerment of employees.

Leadership is a process of leaders and followers, so when the leader's behavior leads by using a good example, providing opportunities for participation in decision making, conducting coaching, providing clear information for new employees/lecturers and paying attention to interactions with the team and creating an environment that can foster success in empowering its employees by increasing participation. As explained by Spreitzer (1995) that the benefits of empowerment will only be seen and felt if someone experiences this empowerment directly.

Effects of Psychological Empowerment on Engagement in the Creative Process

Likewise with hypothesis 2 which confirms that psychological empowerment has a positive effect on engagement in the creative process (coefficient 0.655; value of $R^2 = 0.44$ $p < 0.001$). Engagement in the creative process involves the behavior, cognitive, and emotional members of the organization in trying new things or how to carry out their work (Kahn, 1990). When employees feel that the work they are doing is meaningful and important to them, the employee will spend more effort to understand problems from various perspectives, find solutions using various information from various sources, and generate various alternatives and be able to connect them with various sources of information (Shalley & Gillson, 2004). In addition, these results also confirm the research of Zhang and Bartol (2010) which shows that there is a positive effect of psychological empowerment on the creative process of employees, in this case related to the willingness of employees to take their time in creating useful creative solutions. When young lecturers feel empowered psychologically, they feel that the work they are doing is meaningful for them, there is a desire to increase competence within themselves, they feel they are given autonomy in making decisions, and they feel their work has a significant impact, so that they will then carry out a cognitive process in this takes the time and effort to identify existing problems and overcome these problems related to adaptive behavior adjustments to the environment and students and the performance of the tasks at hand.

The Effect of Attachment to the Creative Process on Lecturer Creativity

Hypothesis 3 is supported, meaning that there is a positive and significant influence of attachment to the creative process on lecturer creativity (coefficient 0.603; value of $R^2 = 0.44$ $p < 0.001$). This confirms Shalley's (1995) explanation which reveals several factors that can build creativity itself consisting of individual abilities, intrinsic motivation and cognitive activity. Cognitive processes such as defining problems, reading the surrounding environment, collecting data, and creating alternatives are important in creativity. The process of cognition cannot be separated from the creation of creativity because the outpouring of the creative process is able to build creative solutions that can help employee performance. This study also confirms the research of Zhang and Bartol (2010) which found a significant effect of engagement in the creative process on employee creativity.

The results of this study are also in line with the results of Hirst et al. (2009) who test that there is a positive and significant influence between creative efforts by employees and creativity. The creative

effort in question is like making enough effort to identify various ways to improve performance, employees often seek new ideas and information and employees try new approaches to their work. Creative business indicators are the same as creative process engagement, namely there is a process of employee cognition to try and think creatively on how to identify problems, gather useful information for problem solving and choose the right solution so that it can produce creative performance.

Amabile (1996), states that an individual's creative process begins when someone can identify a problem to solve. The next stage is that the results of individual creativity appear, the individual must be involved in a particular task to obtain a new method that will be applied to solve the problem. Salespeople are not enough just to have good skills or abilities in marketing their products. The skills and abilities of salespeople will enable them to think about complex issues related to their field of work. With the competence possessed by the salesperson, they will be able to determine what problems they are facing, be able to find information on solving problems so that they can determine the right ideas or solutions to overcome their work.

4. CONCLUSION

This study confirms the link between empowering leadership behavior and employee creativity through psychological empowerment and attachment to the creative process. Empowerment leadership behavior by giving authority to employees will build employee psychological empowerment, meaning that employees believe that they are empowered by their leaders so that employees will have high self-confidence to be able to achieve organizational goals, after employee self-confidence grows, employees will spend time and energy to think creative begins with identifying problems, looking for information that is useful in creating the best ideas. Practically this research can provide additional information for leaders in tertiary institutions, especially in fostering young lecturers. Leaders who are able to build the creativity of their subordinates are leaders who are able to empower employees by setting a good example, increasing employee participation in decision-making, fostering good employees, providing information as clear as possible, showing concern and interacting with their employees. Lecturers are employees who need greater direction, responsibility or autonomy from their leaders (Aherne et al, 2005). Because the lecturer is in a cross boundary position. That is, they must be able to explain what they want, these young lecturers need empowerment from leaders in the form of great direction and responsibility to them so that they are able to perform effectively and efficiently. This research has several limitations. First, this study uses the same source to answer predictor and criterion variables. Based on Zhang and Bartol's research (2010) employee creativity is measured through supervisor's perceptions so that employee creativity is assessed objectively. Therefore, future research is expected to be carried out in a dyadic manner so that employee creativity can be assessed objectively. Supervisor assessment to measure creative performance is also one way to overcome the common method variance. Second. This research only focuses on examining the impact of leadership behavior on employee creativity, so that further research is expected to be able to examine the impact of empowerment leadership behavior on more tangible outcomes such as the performance of CPNS Lecturers as seen from the results of ANEKA habituation, lecturer job satisfaction and others. Third, this study only uses cross-sectional data so that future research is expected to use longitudinal data so that the causality relationship is clearly measurable.

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