

THE ROLE OF DIFFERENTIATION FOR COMPETITIVENESS IN MODERATING THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR ON THE PERFORMANCE OF PRIVATE SENIOR HIGH SCHOOLS

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Abstract: The purpose of this study was to develop a conceptual model of the influence of transformational leadership and organizational citizenship behavior on the performance of private high schools by offering differentiation for competitiveness as a moderating variable that could strengthen transformational leadership and organizational citizenship behavior in improving the performance of private high schools in Pekanbaru City. The data were processed using Structural Equation Modeling Partial Least Square (SEM PLS). The number of samples was 100 private high school teachers in Pekanbaru City. The main finding in this study was that transformational leadership and organizational citizenship behavior influenced the performance of private high schools, while differentiation for competitiveness acts as a moderating variable that strengthens the relationship between transformational leadership and organizational citizenship behavior against the performance of private high schools.

Keywords: Private Senior High Schools, Performance, Transformational Leadership, Organizational Citizenship Behavior, Competitiveness

1. Introduction

School performance is often measured by the capacity of a school in implementing the standard determined by the government (8 National Education Standards/NES) and competitiveness referring to the generic formulation (Porter, 1985), namely cost strategy, differentiation, and focus. Many variables influence performance and competitiveness. In this study, by considering many things, the researchers focused on the following variables, namely transformational leadership, Organizational Citizenship Behavior (OCB), differentiation for competitiveness as well as the influence on the performance of private Senior high schools in Pekanbaru City.

One of the primary variables in measuring performance is the availability of human resources who manage activities at school and the educators or teachers. In public senior high schools, the number of teachers is determined by the government. In 2017, the number of teachers teaching at public senior high schools was as follows: 75% Civil Servant Teachers, 74%

Certified Civil Servant Teachers, 26% non-certified teachers, and then 7% assistant teachers from the provincial government, 6% non-permanent teachers as an aid by the Municipal Government, and 12% committee promoted by the school (Pemko Pekanbaru, 2020).

Some findings stated that transformational leadership influenced performance (Erina, 2021; Hamzah et al., 2021; Ingsih et al., 2021; Juliana et al., 2021; Susanto et al., 2021; Virgiawan et al., 2021). Some results also stated that Organizational Citizenship Behavior influenced performance (Chidir et al., 2020; Bagyo, 2018; Kayaalp et al., 2021; Wasiman and Bon, 2019; Dirgahayu et al., 2020; Casu et al., 2021).

Several studies also stated that leadership did not influence performance (Adhim et al., 2019; Mustofa and Muafi, 2021; Prabowo et al., 2018; Hasib et al., 2020). Some research found that Organizational Citizenship Behavior did not influence employee performance (Fajriana et al., 2020; Hanafi et al., 2018; Sapta et al., 2021; Tistianingtyas and Parwoto, 2021; Triani et al., 2020).

Inconsistency of results about the influence of transformational leadership and organizational citizenship behavior on performance became the factor causing the researchers to conduct the study. The researchers tried to offer a solution for the research gap using differentiation for competitiveness as a moderating variable.

According to Porter (1985), competitiveness is productivity defined as an output generated by workforces. The researchers assumed that both leadership and extra-role behavior of employees if strengthened by high competitiveness could improve the performance of private senior high schools. Some studies also stated that competitiveness influenced performance (Al-Nattar and Alazzawi, 2020; Prado et al., 2020; Prasada et al., 2021; Duric and Topler, 2021).

This study aimed to provide a solution to the research gap regarding transformational leadership and organizational citizenship behavior against performance. Competitiveness as a moderating variable is expected to be able to strengthen transformational leadership and organizational citizenship behavior as one of the strategies of improving performance. The result of this study was expected to contribute to a resources-based view. The resource-based view is an approach concept based on resources that are generally a concept that can help a company to achieve sustainable competitive advantage. The basic thinking of Resource-Based View actually wants to find out and understand things that make a company different, obtain, and survive in competitive advantage by using resources they have (Delwyn dan Jay, 2007).

2. Literature Review

Performance

According to Mathis and Jackson (2016:178), performance is generally things to be done or not be done by employees. Performance evaluation is an evaluation of instruments providing employees with feedback about how well they have developed to achieve the goal of their position. This goal performance measurement is frequently established together between employees and supervisors (DeCenzo et al., 2016:213). Performance evaluation is generally identified as a certain system of individual and organizational activities in achieving the goal, identification for awards and punishment, substantive criteria for determining whether the goal has been achieved, and the procedure where the evidence is collected for the implemented criteria to achieve a certain decision. The practice that has been developed in the education sector regarding performance evaluation is varied across the academic landscape. They are varied according to unwritten understanding (or sometimes individual administrator perception) of personnel decision for a long legalistic document and the specification of each aspect of performance evaluation system implementation (Dilts et al., 1994).

Performance is influenced by many factors, both internal and external. According to Gibson et al., (2011), three factors influence performance, namely 1) individual factor: competence, skills, family background, work experience, someone's social level and demography; 2) psychological factor: perception, work stress, role, attitude, personality, motivation, and job satisfaction, and 3) organizational factor: organizational structure, design of employees, leadership, and reward system. Some indicators are used for identifying performance (Mathis et al., 2017) that generally includes the following points: 1) Quantity and results, 2) Quality and results, 3) Punctuality and result, 4) Presence, and 5) Ability to cooperate.

Transformational Leadership

Leadership has been defined in character, behavior, influence, interaction pattern, role-relationships, and job in the administration position (Yukl and Gardner, 2018:39). After a few decades of dissonance, the scholars of leadership agreed with one thing: they cannot find a similar definition for leadership. Due to factors like the growth of global effects and the generation gap, leadership will continue to have different meanings for different people. Essentially, leadership is a complex definition that has been determined has changed a long ago (Shuttleworth, 2020).

According to Bass and Riggio, (2006), transformational leadership is defined as a leader that has the power to influence their staff using certain methods. Schein and Schein (2017: 2) stated leadership is a capacity to step outside the culture for starting the process of more adaptive evolutionary changes. Some indicators are used for identifying transformational leadership: 1) Idealized influence charisma; 2) Inspirational motivation; 3) Intellectual stimulation; and 4) Individualized consideration (Northhouse, 2019:269).

Organizational Citizenship Behavior

Organizational Citizenship Behavior is defined by Organ (2018) as an individual behavior with the freedom to determine or choose, indirectly or explicitly admitted by the formal reward system, and for developing the organization's effective functions. Organ and Ryan (1995) found the correlation between OCB and several factors of the Big Five Personality traits consisting of extraversion, agreeableness, emotional stability, conscientiousness, and openness to experience. Several factors are used for measuring organizational citizenship behavior (Organ, 2018), namely Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue.

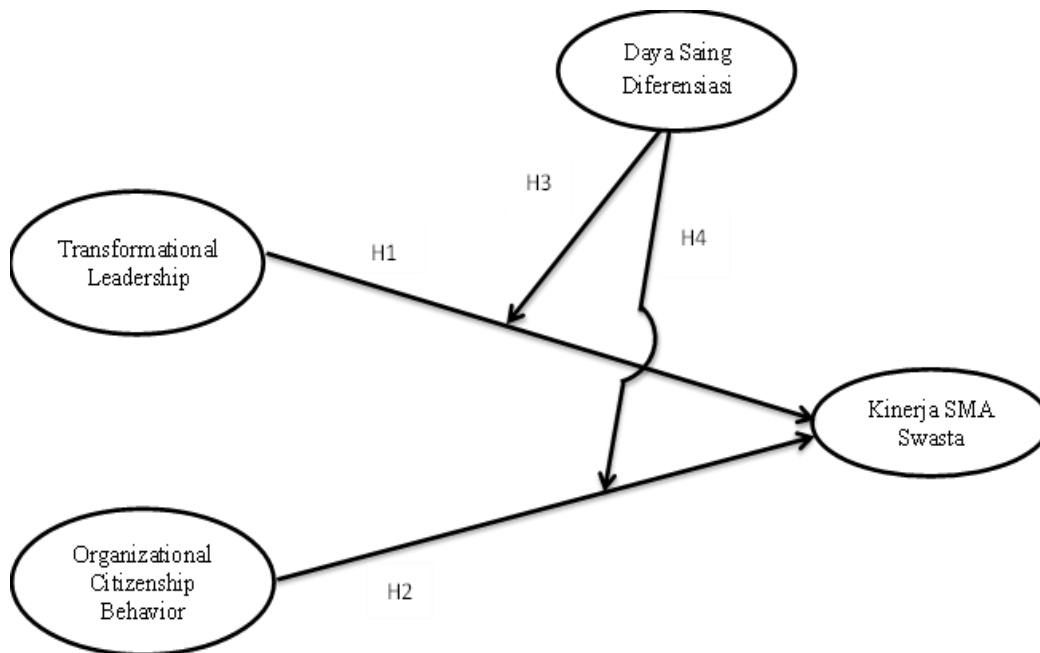
Competitiveness

Porter (1985) defined competitive advantage as a beneficial strategy from a company that could be performed through collaboration to compete more effectively in the marketplace. According to Porter, the problem of industrial competitiveness is often related to a strategy to compete having an orientation to cost leadership (low cost) and product differentiation. The main reason is intended to the importance of competitiveness (Möbius & Althammer, 2020): 1). Economic globalization opens the movement of goods, services, capital, human and knowledge, driven by the advancement of information technology and transportation system; 2) the increased number of the human population to fulfill needs and opportunities, and 3) the efficient implementation of scientific research results into practice and economic growth. Several types of differentiation for competitiveness (Porter, 1985; Kotler and Keller, 2016) are image differentiation, product differentiation, personnel differentiation, and service differentiation.

Conceptual Model and Hypothesis

The conceptual model that will be tested can be seen in figure 1 below.

Transformational Leadership, Differentiation for Competitiveness, the Performance of Private Senior High Schools, Organizational Citizenship Behavior



Source: Processed data
Figure 1. Conceptual Model in the Research

Based on the empirical and theoretical studies, inconsistency of the result of the study on the influence of transformational leadership and organizational citizenship behavior on the performance of private senior high schools:

- H1. Transformational leadership positively influences the performance of private senior high schools.
- H2. Organizational citizenship behavior positively influences the performance of private senior high schools.
- H3. Differentiation for competitiveness moderates the influence of transformational leadership on the performance of private senior high schools.
- H4. Differentiation for competitiveness moderates the influence of organizational citizenship behavior on the performance of private senior high schools.

3. Method

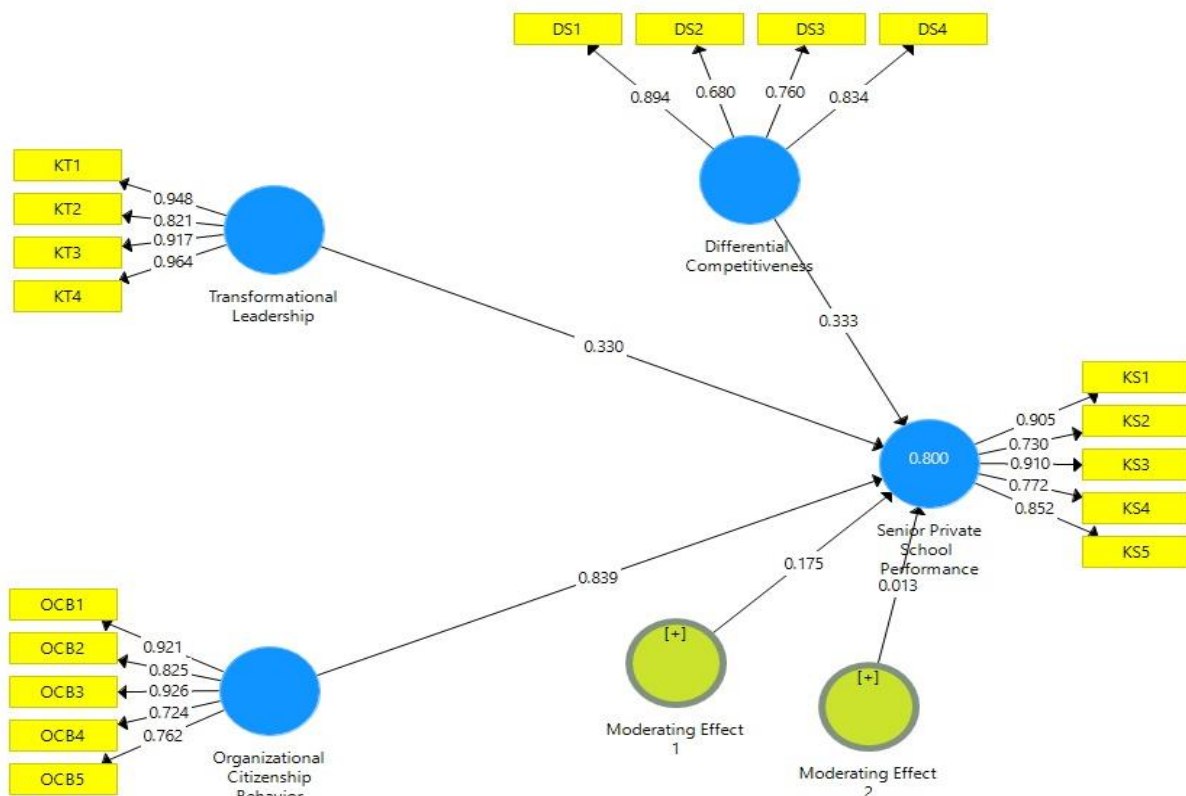
This was causal and associative study; a causal and associative study is a study aiming to find out the correlation between two variables or more. With this study, a theory would be constructed functioning to explain, predict, and control a certain symptom. A causal relationship is a cause-effect relationship; one of the variables (independent) affects other variables (dependent) (Sugiyono, 2013: 55). The research subject was private senior high schools, the population was 557 private senior high school teachers in Pekanbaru City, and the sample size was 140 people taken using accidental sampling. For measuring the performance of private senior high schools, the indicators developed by Mathis et al., (2017) include the following: 1) quantity and results, 2) quality and results, 3) punctuality and results, 4) presence and 5) ability to cooperate. To measure transformational leadership, the indicators developed by (Northhouse, 2019: 269) were used. They comprised 1) Idealized influence charisma; 2)

Inspirational motivation; 3) Intellectual stimulation, and 4) Individualized consideration. For measuring organizational citizenship behavior, the indicators developed by (Organ, 2018) were used. It consisted of Altruism, Conscientiousness, Sportsmanship, Courtesy, and Civic Virtue. The indicators of differentiation for competitiveness developed by (Porter, 1985; Kotler and Keller, 2016) were image differentiation, product differentiation, personnel differentiation, and service differentiation. To test the conceptual model, the structural equation modeling (SEM) was used with Smart PLS 3.3.

4. Result and Discussion

The total number of respondents was 140 people; the percentage of those with a bachelor's degree was 49.30% and the number of those with a master's degree was 50.70%. All the respondents were married and the majority of them had a length of employment of around 5-10 years. 23.57% of the respondent were 30-35 years old; 18.57% of them were 10-45 years old and the remaining was below 30 years old. It could be inferred that the respondents were educated and experienced as well as behaved maturely.

The respondents' responses to the performance of private senior high schools were categorized as good. The highest achievement indicator was the presence and the lowest was the result and quality. The respondents' responses to transformational leadership were categorized as good. The highest achievement indicator was idealized influence charisma, while the lowest was individualized consideration. The respondents' responses to organizational citizenship behavior were categorized as good. The highest achievement indicator was conscientiousness, while the lowest was courtesy. The respondents' responses to differentiation for competitiveness were categorized as high. The highest achievement indicator was service differentiation, while the lowest was school image. The following is the path model in the study.



Source: SmartPLS 3.3 Program
Figure 2. Path Model in the Study

Analysis of Measurement Model (Outer Model)

Convergent Validity Test

The result of the convergent validity test from the data in this study can be seen in Table 1 below.

Table 1. Factor Loading

Indicators	Original Sample (O)
DS1	0.894
DS2	0.680
DS3	0.760
DS4	0.834
KS1	0.905
KS2	0.730
KS3	0.910
KS4	0.772
KS5	0.852
KT1	0.948
KT2	0.821
KT3	0.917
KT4	0.964
OCB1	0.921
OCB2	0.825
OCB3	0.926
OCB4	0.724
OCB5	0.762

Source: SmartPLS 3.3 Program

Based on the result of the convergent validity test in Table 1, if the factor loading value is < 0.5 , it shall be excluded from the model, and reestimation of the factor loading value needs to be performed. By excluding some factor loading values of < 0.5 , all indicators were used for continuing the analysis to the next step. It is considered fulfilling the convergent validity if all factor loadings in this study are > 0.5 (Hair et al., 2017). Since all factor loadings in this study were > 0.5 , it indicated that all indicators were valid to create constructs of the variable.

Discriminant Validity Test

The result of the discriminant validity test from the research data is in Table 2 below.

Table 2. Discriminant Validity

	Differentiation for Competitiveness	Organizational Citizenship Behavior	Performance of Private Senior High Schools	Transformational Leadership
DS1	0.894	0.328	0.578	0.304
DS2	0.680	0.432	0.453	0.515
DS3	0.760	0.379	0.435	0.397
DS4	0.834	0.749	0.811	0.613
KS1	0.625	0.674	0.905	0.561
KS2	0.518	0.783	0.730	0.801
KS3	0.634	0.694	0.910	0.575

	Differentiation for Competitiveness	Organizational Citizenship Behavior	Performance of Private Senior High Schools	Transformational Leadership
KS4	0.579	0.442	0.772	0.347
KS5	0.777	0.757	0.852	0.569
KT1	0.488	0.784	0.627	0.948
KT2	0.623	0.813	0.701	0.821
KT3	0.504	0.739	0.518	0.917
KT4	0.516	0.811	0.648	0.964
OCB1	0.519	0.921	0.681	0.837
OCB2	0.422	0.825	0.691	0.759
OCB3	0.527	0.926	0.681	0.849
OCB4	0.208	0.724	0.346	0.589
OCB5	0.769	0.762	0.829	0.574

Source: SmartPLS 3.3 Program

From Table 2 above, the model will have good discriminant validity if each factor loading value of indicators for latent variables is higher than other correlated variables (Hair et al., 2017). The cross-loading value in this study for each indicator was higher than other latent variables. This indicates that each variable has good discriminant validity.

Construct Reliability Test

Average Variance Extracted (AVE) had a value of > 0.5 , and the value of *Composite Reliability* (CR) was > 0.7 . It indicates that the construct is good or reliable (Hair et al., 2019). The following is the table for Construct Reliability:

Table 3. Construct Reliability		
	Composite Reliability	Average Variance Extracted (AVE)
<i>Differentiation for Competitiveness</i>	0.872	0.633
<i>Moderating Effect 1</i>	1.000	1.000
<i>Moderating Effect 2</i>	1.000	1.000
<i>Organizational Citizenship Behavior</i>	0.920	0.698
<i>Performance of Private Senior High Schools</i>	0.921	0.701
<i>Transformational Leadership</i>	0.953	0.836

Source: SmartPLS 3.3 Program

Analysis of Measurement Model (Inner Model)

Coefficient of Determination (R²)

The R-squared values in this study are presented in Table 3 below.

Table 3. R-Squared Values		
	R-Squared	R-Squared Adjusted
Academic Performance	0.800	0.793

Source: SmartPLS 3.3 Program

The R² values were 0.67; 0.33; and 0.19, indicating that the model is categorized as “good”, “moderate”, and “poor” consecutively (Hair et al., 2019). Based on table 3 above, the value of R-Squared Adjusted for school performance was 0.793, indicating that the percentage for the

influence of transformational leadership and organizational citizenship behavior on the performance of private senior high schools is 79.3% and the model is categorized as good.

Predictive Relevance (Q2)

The Q2 value indicated the same meaning as the coefficient of determination (R-Squared). The value of Q-Squared (Q2) of 0 showed that the model had a predictive prevalence; on contrary, if the Q2 value was less than 0, it showed that the model had a negative predictive value or, in other words, if all Q2 values were high, the model could fit the data (Hair et al., 2019). The Q2 values in the study can be seen below.

$$Q^2 = 1 - (1 - R_1^2) (1 - R_2^2) \dots (1 - R_n^2)$$

$$Q^2 = 1 - (1 - 0.793)$$

$$Q^2 = 1 - 0.207$$

$$Q^2 = 0.793$$

The calculation above shows that the Q² value is 0.793, indicating that the investigated variables can be explained by this model and the remaining of 0.207 is not influenced by the variables that are not investigated.

Hypothesis Testing

The result of the hypothesis testing is presented in Table 4:

Table 4. The Result of Hypothesis Testing

		Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T-Statistics (O/STDEV)	P-Values
Differentiation						
_for_Competitiveness	->					
Performance_of_Private	Senior	0.333	0.341	0.055	6.039	0.000
High Schools						
Moderating Effect 1	->					
Performance_of_Private	Senior	0.175	0.175	0.076	2.292	0.022
High Schools						
Moderating Effect 2	->					
Performance_of_Private	Senior	0.013	0.011	0.091	0.147	0.883
High Schools						
Organizational						
Citizenship_Behavior	->					
Performance_of_Private	Senior	0.839	0.839	0.094	8.912	0.000
High Schools						
Transformational Leadership	->					
Performance_of_Private	Senior	0.330	0.337	0.089	3.697	0.000
High Schools						

Source: SmartPLS 3.3 Program

The first hypothesis mentioning that transformational leadership positively influences the performance of private senior high schools was accepted since the p-value was <0.05 and the t-statistic was > 1.96. It indicates that transformational leadership influences the performance improvement of private senior high schools. This result reinforces the resource-based theory about the way to arrange the internal and external competencies to create a competitive advantage in winning the competition between private senior high schools. The result of this study is in line with a study by (Erina, 2021; Hamzah et al., 2021; Ingsih et al., 2021; Juliana et al., 2021; Susanto et al., 2021; Virgiawan et al., 2021), stating that transformational leadership positively influences performance.

The second hypothesis mentioning that organizational citizenship behavior positively influences the performance of private senior high schools was accepted since the p-value was <0.05 and the t-statistic was >1.96 . It indicates that organizational citizenship behavior influences the performance improvement of private senior high schools. This result reinforces the resource-based theory about the way to arrange the internal and external competencies to create a competitive advantage in winning the competition between private senior high schools. The result of this study is in line with a study by (Chidir et al., 2020; Bagyo, 2018; Kayaalp et al., 2021; Wasiman and Bon, 2019; Dirgahayu et al., 2020; Casu et al., 2021), stating that organizational citizenship behavior positively influences performance.

The third hypothesis mentioning that differentiation for competitiveness moderates the influence of transformational leadership on the performance of private senior high schools was accepted since the p-value was <0.05 and the t-statistic was >1.96 . It means that the differentiation for competitiveness reinforces transformational leadership in improving the performance of private senior high schools. This result reinforces the resource-based theory about the way to arrange the internal and external competencies to create a competitive advantage in winning the competition between private senior high schools.

The fourth hypothesis mentioning that differentiation for competitiveness moderates the influence of organizational citizenship behavior on the performance of private senior high schools was rejected since the p-value was >0.05 and the t-statistic was <1.96 . It indicates that differentiation for competitiveness does not reinforce organizational citizenship behavior in improving the performance of private senior high schools. This result does not support the resource-based theory about the way to arrange the internal and external competencies to create a competitive advantage in winning the competition between private senior high schools.

5. Conclusions

This study aims to develop the resource-based theory through the conceptual model of the following variables, namely the performance of private senior high schools, transformational leadership, organizational citizenship behavior, and differentiation for competitiveness. The result of the study shows that from 4 proposed hypotheses, 3 of them are accepted and another is rejected. The most effective pathway in improving the performance of private senior high schools is organizational citizenship behavior against the performance of private senior high schools since it has the highest path coefficient value. It can conclude that this model can reinforce the resource-based theory regarding the way to arrange the internal and external competencies to create a competitive advantage in winning the competition between private senior high schools.

Managerially, the managers of private senior high schools in Pekanbaru City shall pay attention to organizational citizenship behavior in improving the performance of private senior high schools. The respondents underestimate the courtesy low. It means that the respondents cannot maintain a good relationship with their co-workers to avoid problems between co-workers. For the next research, it is expected to understand deeply the moderating role of differentiation for competitiveness that does not moderate the relationship between organizational citizenship behavior against the performance of private senior high schools. The researchers can also include the role of other variables related to performance.

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