



THE INFLUENCE OF TEACHER INNOVATION THROUGH STRENGTHENING PROACTIVE PERSONALITY, KNOWLEDGE SHARING, AND CREATIVE SELF-EFFICACY

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Abstract

The effectiveness of school principals' decision-making is critical to improving the quality of education; however, many principals still face challenges in making timely, accurate, and appropriate decisions. This study aims to examine the direct and indirect effects of visionary leadership (X1), trust (X2), and information and communication technology (ICT) literacy (X3) on decision-making effectiveness (Y) among public elementary school principals in Bogor City. The research employed a mixed-methods approach with a sequential, exploratory design, grounded in the POP-SDM framework. The study population comprised 209 public elementary school principals in Bogor City, and 138 respondents were selected via proportional random sampling. Data were collected using Likert-scale questionnaires that had undergone validity and reliability testing and were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). The results demonstrated that visionary leadership ($\beta=0.224$; $p<0.05$), trust ($\beta=0.246$; $p<0.05$), and ICT literacy ($\beta=0.216$; $p<0.05$) each exerted a direct positive and significant effect on decision-making effectiveness.

Furthermore, trust and ICT literacy partially mediate the influence of visionary leadership on decision-making effectiveness. The research model explained 51.6% of the variance in decision-making effectiveness. These findings confirm that the integrated strengthening of visionary leadership, trust, and ICT literacy can enhance principals' decision-making effectiveness.

Keywords: Visionary Leadership, Trust, ICT Literacy, Decision-Making Effectiveness, School Principal.

INTRODUCTION

The effectiveness of principals' decision-making is a central element in educational management, determining the direction and quality of efforts to achieve school goals. The principal, as the leader of an educational institution, has the responsibility to make strategic decisions that encompass planning, implementation, and evaluation of the educational process (Ronoh, 2021). However, the reality on the ground shows that many principals still face challenges in making effective decisions. The results of a preliminary survey of 30 public elementary school principals in Bogor City revealed that 34% of principals had not been optimal in understanding problems, 32% had not been precise in providing solutions, 58% had not been on target, 53% had not been timely, 49% had not been goal-appropriate, and 44% had not been able to realize positive change. These findings indicate a significant gap between actual and ideal conditions, thereby urgently necessitating research to identify strategies to improve decision-making effectiveness.

Previous studies have extensively examined the factors influencing decision-making effectiveness in various organizational contexts. Shoib et al. (2025) highlighted in their systematic review that decision-making in educational leadership requires a comprehensive approach that considers trust, experience, and supervision. Sam et al. (2025) found that effective visionary

leadership involves visionary guidance and data-based decision-making. Rasool & Naidoo (2024) showed that dissatisfaction with school leadership's vision for ICT use affects ICT culture in schools. Sunarso et al. (2025) demonstrated that MSMEs led by visionary transformational leaders and supported by effective ICT utilization enhance decision-making and communication processes while fostering trust. Nugroho et al. (2025) affirmed that collaborative and visionary characteristics are key to decision-making in VUCA environments and are aided by increased technological literacy.

Although these studies make important contributions, gaps remain. First, most research has been conducted in the corporate or higher education sectors, while research at the primary education level, particularly public elementary schools, remains limited. Second, research integrating visionary leadership, trust, and ICT literacy into a single model remains rare. Third, methodological approaches that combine qualitative exploration and quantitative testing to develop contextual models grounded in local wisdom are widely adopted. Fourth, the role of trust and ICT literacy as mediating variables in the relationship between visionary leadership and decision-making effectiveness has not been empirically tested in the elementary school context. Therefore, this study aims to fill this gap by developing a model of the direct and indirect effects of visionary leadership (X1), trust (X2), and ICT literacy (X3) on the decision-making effectiveness (Y) of public elementary school principals.

Visionary leadership is a leader's ability to create, articulate, communicate, and implement an inspiring and transformative vision for the organization's future (Karwan et al., 2021). Visionary leaders can provide strategic direction, encourage innovation, and build commitment among organizational members. Research by Saher & Ayub (2020) shows that visionary leadership is positively related to organizational change and trust in the leader. Karwan et al. (2021) found that visionary leadership produces the highest levels of trust in the leader and dedication. Candrasari et al. (2023) found that visionary leadership grounded in trust and mutual respect fosters a conducive environment. Alobeidli et al. (2024) found that employees tend to trust and respond positively to the managerial strategies of visionary leaders. Thus, visionary leadership is hypothesized to affect decision-making effectiveness, both directly and positively through trust.

Trust is an individual's belief that the other party has integrity, competence, and goodwill. Trust creates a safe psychological environment, enabling open communication, reducing conflict, and accelerating decision-making. Research by Haque et al. (2020) showed that empowerment and trust in the leader mediate the relationship between vision and organizational readiness for change. McKenzie et al. (2023) emphasized the importance of trust, transparency, and accountability in change leadership. Shoib et al. (2025) highlighted the role of trust in educational decision-making in their systematic review. Thus, trust is hypothesized to mediate the relationship between visionary leadership and decision-making effectiveness.

ICT literacy refers to an individual's ability to understand, process, and utilize digital devices and information systems to support work. ICT literacy enables data-based, accurate, and efficient decision-making. Research by Muhammad et al. (2024) found a direct positive correlation between

ICT literacy and learning quality. Okunlola & Naicker (2025) found that principals who successfully practice visionary leadership foster digital literacy. Suharyati & Laihad (2020) found that visionary leadership models can enhance teachers' creativity through digital literacy. Omar & Ismail (2021) showed that technology leadership plays a role in building teacher competence and confidence in ICT. Thus, ICT literacy is hypothesized to mediate the relationship between visionary leadership and decision-making effectiveness.

Based on the above description, this study aims to: (1) examine the direct effects of visionary leadership (X1), trust (X2), and ICT literacy (X3) on decision-making effectiveness (Y); (2) examine the direct effects of visionary leadership (X1) on trust (X2) and ICT literacy (X3); (3) examine the mediating roles of trust (X2) and ICT literacy (X3) in the relationship between visionary leadership (X1) and decision-making effectiveness (Y). The hypotheses proposed are: (H1) visionary leadership has a positive direct effect on decision-making effectiveness; (H2) trust has a positive direct effect on decision-making effectiveness; (H3) ICT literacy has a positive direct effect on decision-making effectiveness; (H4) visionary leadership has a positive effect on trust; (H5) visionary leadership has a positive effect on ICT literacy; (H6) trust mediates the effect of visionary leadership on decision-making effectiveness; (H7) ICT literacy mediates the effect of visionary leadership on decision-making effectiveness.

METHOD

This study employed a mixed-methods approach with a sequential, exploratory design: a qualitative phase to explore factors influencing decision-making effectiveness, followed by a quantitative phase to test the inter-variable effects model. This approach is known as the POP-SDM (Pemodelan dan Optimasi Penguatan Sumber Daya Manajemen) method, developed by Setyaningsih and Hardhienata (2019). The qualitative research was conducted between February and July 2024 through purposively selected in-depth interviews with 15 principals of public elementary schools in Bogor City. The interviews aimed to explore the understanding of the actual conditions of decision-making effectiveness and the factors suspected to influence it. The interview results were processed through data reduction, coding, and the determination of dominant variables. Based on the qualitative exploration results, five dominant influencing variables were identified: visionary leadership, creativity (motekar), empowerment, trust, and ICT literacy. For this article, the analysis focuses on three variables: visionary leadership (X1), trust (X2), and ICT literacy (X3).

The quantitative phase was conducted from August 2024 to March 2025. The research population was all public elementary school principals in Bogor City, totaling 209 individuals, spread across six sub-districts. The sample was determined using a proportional random sampling method based on the Taro Yamane formula with a 5% error rate, yielding a sample of 138 respondents. The

sample distribution across sub-districts was proportional: Bogor Barat (32 respondents), Bogor Selatan (24), Bogor Tengah (22), Bogor Timur (15), Bogor Utara (23), and Tanah Sereal (21).

The research instrument was a Likert-scale questionnaire measuring behavioral frequency (Always, Often, Sometimes, Never). The decision-making effectiveness variable (Y) was measured using 6 indicators and 34 items; visionary leadership (X1) was measured using 7 indicators and 33 items; trust (X2) was measured using 5 indicators and 34 items; ICT literacy (X3) was measured using 8 indicators and 31 items. The instrument grid was developed based on the conceptual and operational definitions of each variable. Instrument testing was conducted on 30 respondents outside the sample. Item validity was tested using the Product Moment correlation coefficient with the criterion $r_{\text{calculated}} \geq r_{\text{table}}$ (0.361), and reliability was tested using Cronbach's Alpha with the criterion $r_{11} \geq 0.70$. The test results showed that all instruments were valid and reliable, with reliability values for each variable: decision-making effectiveness (0.880), visionary leadership (0.789), trust (0.877), and ICT literacy (0.922).

Data analysis was conducted in two stages. First, descriptive statistical analysis is used to provide an overview of data characteristics. Second, inferential analysis using Partial Least Squares Structural Equation Modeling (PLS-SEM) with the help of SmartPLS version 4.0 application. The selection of PLS-SEM was based on the exploratory nature of the research and the method's ability to handle non-normal data and model complex relationships with both direct and indirect effects. Model evaluation was conducted through two stages: (1) evaluation of the measurement model (outer model) which includes convergent validity testing (loading factor > 0.7 and AVE > 0.5), discriminant validity (Fornell-Larcker criterion), and composite reliability (CR > 0.7); (2) evaluation of the structural model (inner model) which includes multicollinearity testing (VIF < 5), coefficient of determination (R^2), effect size (f^2), predictive relevance (Q^2), and path significance testing using bootstrapping with 5000 resamples at 5% significance level (t-statistic > 1.96 and p-value < 0.05).

RESULTS AND DISCUSSION

Descriptive Statistics

Descriptive statistical analysis provides an overview of respondents' perceptions of each variable. The decision-making effectiveness variable (Y) had a mean score of 132.16 (range: 34-170) and a standard deviation of 14.32, indicating that principals generally rated decision-making effectiveness as medium-high. The visionary leadership variable (X1) had a mean of 135.07 (SD = 12.89), with the highest indicator being "Openness and creativity in thinking" (4.34) and the lowest being "Courage to act" and "Coalition development" (3.86). The trust variable (X2) had a mean of 133.33 (SD = 13.33), with the highest indicator being "Shared responsibility" (4.08) and the lowest being "Consistent development" (3.74). The ICT literacy variable (X3) had a mean of 25.02 (SD = 7.50), with the highest indicator being "Efficiency and usage capacity" (0.87) and the lowest being "Understanding of application programs" (0.77). Overall, respondents' perceptions of the three

independent variables were in the fairly good category, although there were still areas for improvement.

Measurement Model Evaluation

The measurement model (outer model) evaluation was conducted by testing convergent validity, discriminant validity, and composite reliability for each latent variable. The analysis results showed that all indicators had loading factor values above 0.7, indicating good convergent validity. The Average Variance Extracted (AVE) values for each variable also met the criterion of > 0.5 : visionary leadership (X1) (0.652), trust (X2) (0.683), ICT literacy (X3) (0.693), and decision-making effectiveness (Y) (0.695). The Composite Reliability (CR) values were all above 0.9, indicating excellent internal consistency. Discriminant validity testing using the Fornell-Larcker criterion showed that the square root of each variable's AVE exceeded the correlations among variables, thus meeting the discriminant validity requirement. Therefore, the measurement model was deemed valid and reliable, allowing the structural model analysis to proceed.

Structural Model Evaluation

The structural model (inner model) was evaluated by assessing multicollinearity, coefficient of determination, effect size, and predictive relevance. The Variance Inflation Factor (VIF) test results showed that all VIF values were below 3.3, indicating no multicollinearity problems among predictor variables. The R-square value for the decision-making effectiveness variable (Y) was 0.516 (adjusted $R^2 = 0.498$), indicating that the five independent variables (including creativity and empowerment) together explained 51.6% of the variance in decision-making effectiveness, which is categorized as moderate. The R-square values for trust (X2) and ICT literacy (X3) were 0.347 and 0.309, respectively. The effect size (f^2) for visionary leadership (X1) on decision-making effectiveness (Y) was 0.068 (small), trust (X2) 0.082 (small), and ICT literacy (X3) 0.067 (small). The predictive relevance (Q^2) values for all endogenous variables were positive (trust=0.224; ICT literacy=0.206; decision-making effectiveness=0.345), indicating that the model has good predictive relevance. The Standardized Root Mean Square Residual (SRMR) value of 0.067 (< 0.10) indicated that the model fit the data.

Hypothesis Testing

Hypothesis testing was conducted by examining path coefficients, t-statistics, and p-values from the bootstrapping results. Table 1 summarizes the results of the hypothesis testing.

Table 1. Summary of Hypothesis Testing Results

Hypothesis	Path	Path Coefficient	T-Statistic	P-Value	Conclusion
H1	X1 $\rightarrow$ Y	0.224	3.156	0.002	Accepted

Hypothesis	Path	Path Coefficient	T-Statistic	P-Value	Conclusion
H2	X2 → Y	0.246	3.062	0.002	Accepted
H3	X3 → Y	0.216	3.568	0.000	Accepted
H4	X1 → X2	0.276	3.503	0.000	Accepted
H5	X1 → X3	0.229	3.116	0.002	Accepted
H6	X1 → X2 → Y	0.068	2.311	0.021	Accepted
H7	X1 → X3 → Y	0.050	2.302	0.021	Accepted

Note: X1=Visionary Leadership, X2=Trust, X3=ICT Literacy, Y=Decision-Making Effectiveness

The test results show that all hypotheses were accepted at the 5% significance level. Visionary leadership (X1) had a positive direct effect on decision-making effectiveness (Y) ($\beta=0.224$; $p=0.002$), trust (X2) had a positive direct effect ($\beta=0.246$; $p=0.002$), and ICT literacy (X3) had a positive direct effect ($\beta=0.216$; $p=0.000$). Visionary leadership (X1) also had a positive effect on trust (X2) ($\beta=0.276$; $p=0.000$) and ICT literacy (X3) ($\beta=0.229$; $p=0.002$). The indirect effects of visionary leadership (X1) on decision-making effectiveness (Y) through trust (X2) ($\beta=0.068$; $p=0.021$) and through ICT literacy (X3) ($\beta=0.050$; $p=0.021$) were also significant. Because the direct effect coefficient was larger than the indirect effect coefficient, trust and ICT literacy partially mediated the relationship. The resulting structural model is described in the equation:

$$\hat{Y} = 0.224 X1 + 0.246 X2 + 0.216 X3 + \varepsilon$$

With $R^2 = 0.516$, this model explains 51.6% of the variance in decision-making effectiveness.

Table 2. Summary of Structural Model Evaluation

Evaluation Criteria	Value	Description
R^2 (Y)	0.516	Moderate
R^2 (X2)	0.347	Weak
R^2 (X3)	0.309	Weak
Q^2 (Y)	0.345	Relevant
Q^2 (X2)	0.224	Relevant
Q^2 (X3)	0.206	Relevant
SRMR	0.067	Fit (≤ 0.10)
NFI	0.741	-
Maximum VIF	3.336	No multicollinearity

Table 3. Summary of Measurement Model Evaluation

Variable	AVE	Composite Reliability	Cronbach's Alpha
Visionary Leadership (X1)	0.652	0.929	0.914
Trust (X2)	0.683	0.915	0.883
ICT Literacy (X3)	0.693	0.947	0.936
Decision-Making Effectiveness (Y)	0.695	0.932	0.912

Table 4. Inter-Variable Correlation Matrix (Fornell-Larcker Criterion)

Variable	X1	X2	X3	Y
X1	0.808			
X2	0.456	0.827		
X3	0.406	0.344	0.832	
Y	0.530	0.556	0.521	0.834

Note: Bold numbers on the diagonal are the square roots of AVE; numbers outside the diagonal are correlations between constructs.

Discussion

The first finding of this study shows that visionary leadership (X1) has a positive and significant direct effect on principals' decision-making effectiveness (Y). This result aligns with visionary leadership theory proposed by Karwan et al. (2021), which states that visionary leaders can create an attractive and realistic picture of the future, providing direction and meaning for organizational actions. Visionary leaders clearly communicate the vision, encourage innovation, and build member commitment to working toward shared goals (Candrasari et al., 2023). In the school context, visionary principals can guide teachers in making decisions that align with long-term educational visions, making them more directed, measurable, and effective. This finding is reinforced by Candrasari et al. (2023), who showed that visionary leadership plays an important role in achieving optimal outcomes in the era of independent learning. Similarly, Karwan et al. (2021) affirmed that visionary leadership fosters the highest levels of trust and dedication among followers. Sam et al. (2025) also found that visionary leadership involves clear guidance and data-based decision-making. Thus, the stronger the visionary leadership of principals, the more effective their decision-making.

The second finding shows that trust (X2) has a positive direct effect on decision-making effectiveness (Y). This result supports the trust theory developed by experts, which holds that trust is built on three dimensions: ability, benevolence, and integrity. Trust creates a safe psychological environment where individuals feel comfortable sharing information, communicating openly, and taking risks in decision-making. In the school context, teachers who trust their principal will be more open in expressing ideas, more willing to take initiative, and more accepting of decisions. It accelerates decision-making and improves decision quality by relying on complete information and broad participation. Research by Saher & Ayub (2020) proved that trust in the leader is positively related to organizational change. Shoib et al. (2025) also emphasized the role of trust in educational decision-making in their systematic review. Haque et al. (2020) showed that empowerment and trust in the leader mediate the relationship between vision and organizational readiness for change. Thus, the higher the trust built in the school environment, the more effective the decisions made.

The third finding shows that ICT literacy (X3) has a positive direct effect on decision-making effectiveness (Y). This result aligns with the view that ICT literacy encompasses technical, cognitive, and ethical skills that enable individuals to use digital devices to solve problems and make appropriate decisions. ICT literacy enables principals to access learning data, analyze information quickly, and compare decision alternatives digitally. With this capability, decisions become more evidence-based, accurate, and responsive to environmental dynamics. Research by Muhammad et al. (2024) found a direct positive correlation between ICT literacy and learning quality. Okunlola & Naicker (2025)

showed that principals with digital leadership competencies successfully realize visionary leadership and encourage digital literacy. Rasool & Naidoo (2024) also emphasized that school leadership support for ICT influences staff's perceived value of ICT use. Thus, the higher the ICT literacy of principals, the more effective the decisions produced.

The fourth finding indicates that visionary leadership (X1) positively affects trust (X2). This result supports the theory that visionary leaders build trust through consistent actions, clear communication, and the ability to foster optimism about the organization's future. Leaders who have a clear vision and communicate it openly will foster a sense of security and confidence in their followers. Research by Saher & Ayub (2020) empirically demonstrated that visionary leadership is positively associated with trust in the leader. Karwan et al. (2021) also affirmed that visionary leadership yields the highest level of trust in the leader. Alobeidli et al. (2024) found that employees tend to trust and respond positively to the managerial strategies of visionary leaders. In the school context, visionary principals tend to demonstrate transparent, firm, and future-oriented leadership behaviors so that teachers feel valued, guided, and treated fairly, which becomes the foundation for trust. Thus, strengthening visionary leadership will increase trust in the school environment.

The fifth finding indicates that visionary leadership (X1) positively affects ICT literacy (X3). This result aligns with the view that visionary leaders encourage innovation by providing support, confidence, and a sense of security for organizational members to try new things, including technology. Visionary principals create an atmosphere that encourages teachers to utilize technology in the learning process, administration, and information management. Research by Suharyati & Laihad (2020) found that visionary leadership models can enhance teachers' creativity through digital literacy. Omar & Ismail (2021) showed that technology leadership plays a role in building teacher competence and confidence in ICT. Nugroho et al. (2025) affirmed that visionary leaders enhance employee technological literacy in decision-making processes. Thus, visionary principals not only provide technology infrastructure but also foster an innovative climate that encourages the development of ICT literacy.

The sixth and seventh findings show that trust (X2) and ICT literacy (X3) act as partial mediators in the relationship between visionary leadership (X1) and decision-making effectiveness (Y). It means that visionary leadership not only has a direct effect but also an indirect effect through increased trust and ICT literacy. These findings enrich visionary leadership theory by demonstrating the psychological and competency mechanisms that connect leadership vision with decision quality. Trust serves as a psychological mechanism that reduces uncertainty, enhances collaboration, and accelerates deliberation in decision-making (McKenzie et al., 2023). ICT literacy serves as a competency that enables data-driven, accurate decision-making (Okunlola & Naicker, 2025). Research by Haque et al. (2020) showed that empowerment and trust in the leader mediate the relationship between vision and organizational readiness. Research by Muhammad et al. (2024) also confirmed a positive correlation between visionary leadership and ICT literacy. Thus, strengthening

trust and ICT literacy is an important strategy for maximizing the impact of visionary leadership on decision-making effectiveness.

The theoretical implication of this study is the development of a model of the effect of visionary leadership on decision-making effectiveness, mediated by trust and ICT literacy. This model complements previous research that focused more on direct effects without considering mediation mechanisms. These findings also confirm that trust has the greatest effect on decision-making effectiveness ($\beta=0.246$), followed by visionary leadership ($\beta=0.224$) and ICT literacy ($\beta=0.216$). The practical implication is that principals need to develop visionary leadership by formulating a clear vision, communicating it effectively, and involving teachers in strategic planning. Additionally, principals need to build trust through transparency, consistency, and fairness in decision-making and improve ICT literacy through continuous training, the provision of technological facilities, and the creation of a digitally based learning culture.

The limitations of this study include: (1) the scope is limited to public elementary school principals in Bogor City, so generalization to other contexts needs to be done cautiously; (2) the use of cross-sectional data that cannot capture dynamics of change over time; (3) the focus on three independent variables, while other variables such as creativity and empowerment also have effects; (4) ICT literacy measurement using instruments that rely on self-perception, which may not fully reflect actual abilities. Future research is advised to expand the regional scope, use longitudinal designs, test moderator variables such as organizational culture or work experience, and develop more objective ICT literacy instruments.

CONCLUSION

This study proves that visionary leadership (X1), trust (X2), and ICT literacy (X3) have a positive and significant direct effect on the decision-making effectiveness (Y) of public elementary school principals in Bogor City. Visionary leadership also positively affects trust and ICT literacy. Furthermore, trust and ICT literacy partially mediate the influence of visionary leadership on decision-making effectiveness. The research model explains 51.6% of the variance in decision-making effectiveness, with trust having the greatest effect ($\beta=0.246$), followed by visionary leadership ($\beta=0.224$) and ICT literacy ($\beta=0.216$). These findings confirm that improving decision-making effectiveness requires the integrated strengthening of visionary leadership, trust-building, and ICT literacy. Recommendations for the Education Office include organizing visionary leadership training, trust-building programs, and ICT literacy workshops for principals. Future research should test additional variables, such as organizational culture, work motivation, and transformational leadership, and expand its scope to more diverse educational levels, using longitudinal designs.

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