



IMPROVING TEACHER CREATIVITY THROUGH STRENGTHENING SELF-EFFICACY, KNOWLEDGE SHARING, AND TRANSFORMATIONAL LEADERSHIP

(Empirical Research Using Correlational Methods and SITOREM Analysis of Private Elementary School Teachers at Buddhist Religious Foundations throughout Banten Province)

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ABSTRACT

Excellent quality of education is the foundation of the nation's progress. The realization of the quality of education is achieved through improving the quality of teaching. Teacher creativity has an impact on the quality of teaching and determines the achievement of school education goals and national education goals. It is very important to carry out in-depth studies on strategies for increasing teacher creativity. This study examines the increase in teacher creativity through strengthening self-efficacy, knowledge sharing and transformational leadership. This study aims to find strategies and ways to increase the creativity of teachers who teach at the elementary school level. Elementary school is the foundation for character building and key skills. This study uses a correlational method and is followed by an analysis of the Scientific Identification Theory to Conduct Operations Research in Education Management (SITOREM). The population of this study is 202 teachers who teach in private elementary schools at Buddhist religious foundations throughout Banten province, the sample size is 135 teachers. The results of the study show that there is a positive and significant relationship between Self-Efficacy, Knowledge Sharing and Transformational Leadership Together with Teacher Creativity. Increasing Teacher Creativity can be done by strengthening the variable indicators of Self-Efficacy, Knowledge Sharing and Transformational Leadership. Based on the STOREM analysis, there are 12 indicators that must be prioritized for improvement, and 7 indicators to be maintained.

Keywords: Teacher Creativity, Teacher Self-Efficacy, Knowledge Sharing, Transformational Leadership, SITOREM.

Introduction

Quality education is very influential on the progress of a nation. It has been proven that nations that prioritize the quality of their education are experiencing rapid progress. Countries such as Japan, America, China and Singapore are examples of countries that are advancing rapidly because they continue to improve the quality of their education. In the industrial era 4.0, technological advances dominate all sectors of life. The



collaboration of cyber technology and automation technology has influenced and changed the way various sectors of life work. A nation that continues to improve the quality of its education will be able to adapt to rapid technological developments. Conversely, a nation that ignores the quality of its education will be left behind and underdeveloped by the rapid advancement of technology. A nation that is able to follow and adapt to technological advances will experience progress in various fields of life.

Students at the elementary level are children who are still in the stage of development, both physically and mentally. The developmental period of children at the elementary level is still very dependent and easily influenced by their environment. Students at the elementary level are children who really like games. Almost all of the time elementary school age children cannot be separated from playing. Anything that is not related to games for elementary level children is boring. Realizing this natural condition, teachers who teach at the elementary level really need high creative abilities in teaching. Teachers at the elementary level must be able to deliver educational material in a fun way. Teachers who do not have creative abilities will find it difficult to teach effectively and efficiently at the elementary level. Teacher creativity in teaching is also required by law number 20 of 2003 concerning the National Education System in article 40 paragraph 2; Educators and educational staff are obliged to: a) create an educational atmosphere that is meaningful, fun, creative, dynamic and dialogical; b) have a professional commitment to improve the quality of education; and c) set an example and maintain the good name of the institution, profession and position in accordance with the trust given to them. So increasing teacher creativity is a necessity as well as a demand for law in order to achieve national education goals.

The implementation of elementary school level education in Indonesia is managed by the government, namely Public Elementary Schools (SDN), there are also elementary schools managed by the private sector, namely Private Elementary Schools (SDS). Both public primary schools and private primary schools all have a very important role in building education in Indonesia in order to achieve national education goals. Buddhist religious foundations, especially in the province of Banten, actively participate in educating the life of the nation by organizing schools with Buddhist characteristics. In Banten province there are about 12 private elementary schools with Buddhist characteristics managed by Buddhist religious foundations. These schools have a very important and strategic role in helping educate the community.

These private elementary schools in Buddhist religious foundations generally refer to the national curriculum and also have special characteristics that are based on the noble values of Buddhism which serve as the foundation for the character formation of their students. Buddhist religious foundations that organize education by establishing private schools are partners for the state, especially the ministry of education and the ministry of religion because they are both building education for the community. Recognizing the importance of these private schools as partners with the government, the quality of education in private schools must be continuously improved. At the elementary school level in particular it is very important to improve the quality of teaching, especially through increasing the creativity of the teacher. Teacher creativity greatly influences the achievement of learning objectives as well as educational goals. Based on the description

above, the creativity of teachers in teaching is very important in the effort to achieve national education goals. Increasing the creative abilities of teachers in teaching must be continuously improved in order to achieve national education goals. Research on efforts to increase teacher creativity is important to continue.

Method

This research was conducted in private elementary schools (SD) at Buddhist religious foundations throughout Banten Province. Schools are spread across 3 districts, in South Tangerang there are 2 schools, in Tangerang City there are 5 schools and Tangerang Regency there are 5 schools. The total population is 202 teachers. Determining the number of samples using the Proportional Random Sampling method, using the Taroyamane formula obtained by calculating the number of samples as many as 135 respondents. The design and constellation of this study used correlational research flow and then analyzed using Scientific Identification Theory to Conduct Operation Research in Education Management (SITOREM) analysis.

- Hypothesis 1. There is a positive relationship between self-efficacy (X1) and teacher creativity (Y)
- Hypothesis 2. There is a positive relationship between knowledge sharing (X2) and teacher creativity (Y)
- Hypothesis 3. There is a positive relationship between transformational leadership (X3) and teacher creativity (Y)
- Hypothesis Testing 4. There is a positive relationship between self-efficacy (X1) and knowledge sharing (X2) together with teacher creativity (Y)
- Hypothesis Testing 5. There is a positive relationship between self-efficacy (X1) and transformational leadership (X3) together with teacher creativity (Y)
- Hypothesis Testing 6. There is a positive relationship between knowledge sharing (X2) and transformational leadership (X3) together with teacher creativity (Y)
- Hypothesis Testing 7. There is a Positive Relationship Between Self-Efficacy (X1), Knowledge Sharing (X2) and Transformational Leadership (X3) Together

Furthermore, the constellation of relationships between variables in this study is made like the following chart:

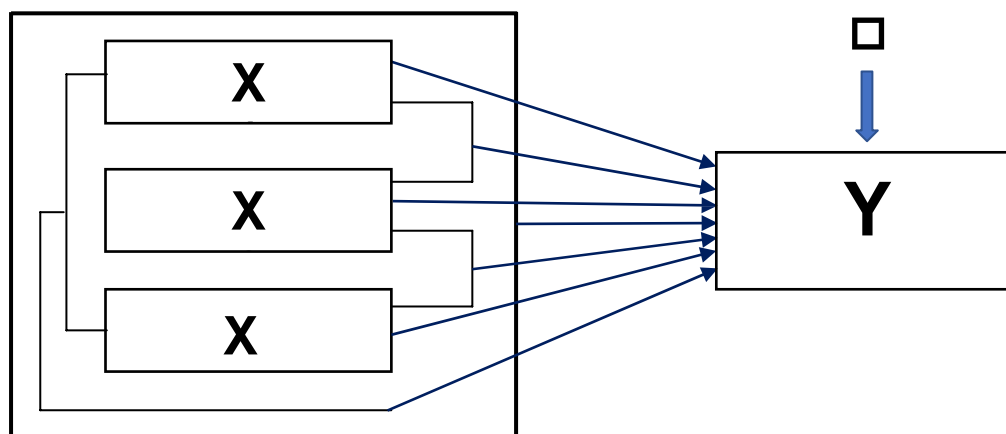


Fig 1. Research Model



Information:

Y : teacher creativity

X1 : self-efficacy

X2 : Knowledge sharing

X3 : transformational leadership

ϵ : other variables not examined in this study

Result and Discussion

Hypothesis Testing 1. There is a Positive Relationship Between Self-Efficacy (X1) and Teacher Creativity (Y)

From the coefficients table it is known that the Unstandardized Coefficients (Constant) which is the value for a is 43.995 and the Unstandardized Coefficients on Self-Efficacy which is the value for b is 0.497 so that the regression equation model between Self-Efficacy on Teacher Creativity can be written as $Y = 43.995 + 0.497 X1$. Based on the ANOVA table it is known that the probability value (sig.) is 0.000 and the $F_{count} = 74.789$ is greater than the $F_{table} = 2.67$, from these results it can be concluded that the regression equation $Y = 43.995 + 0.497 X1$ is declared very significant. Furthermore, based on the output correlations table, it is known that the correlation coefficient (ρ_{y1}) is 0.600, with a probability value (sig) of 0.000, this means that there is a positive and significant correlation between self-efficacy and teacher creativity, the correlation is at a strong level. Furthermore, based on the output model summary table, it is known that the coefficient of determination ($r^2_{y1} = [0.600]^2 = 0.360$). The value (r^2_{y1}) of 0.360 means that the contribution of the Self-Efficacy variable (X1) to the Teacher Creativity variable (Y) is 36%.

Hypothesis Testing 2. There is a Positive Relationship Between Knowledge Sharing (X2) and Teacher Creativity (Y)

From the coefficients table it is known that the Unstandardized Coefficients (Constant) which is the value for a is 90.953 and the Unstandardized Coefficients in Knowledge Sharing which is the value for b is 0.278 so that the regression equation model between Knowledge Sharing and Teacher Creativity can be written as $Y = 90.953 + 0.278 X2$. Based on the ANOVA table it is known that the probability value (sig.) is 0.00, the $F_{count} = 47.496$ is greater than the $F_{table} = 2.67$, from these results it can be concluded that the regression equation $Y = 90.953 + 0.278 X2$ is stated to be very significant. Furthermore, based on the output correlations table, it shows that the correlation coefficient (ρ_{y2}) is 0.513, with a probability value (sig) of 0.000, this means that there is a positive and significant correlation between knowledge sharing and teacher



creativity, the correlation is at a moderate level. Furthermore, based on the output model summary table, it is known that the coefficient of determination $(r^2_{y2}) = [(0.513)]^2 = 0.263$. The value (r^2_{y2}) of 0.263 means that the contribution of the Knowledge Sharing variable (X2) to the Teacher Creativity variable (Y) is 26.3%.

Hypothesis Testing 3. There is a Positive Relationship Between Transformational Leadership (X3) and Teacher Creativity (Y).

From the coefficients table it is known that the Unstandardized Coefficients (Constant) which is the value for a is 95.457 and the Unstandardized Coefficients in Transformational Leadership which is the value for b is 0.164 so that the regression equation model between Knowledge Sharing and Teacher Creativity can be written as $Y = 95.457 + 0.164 X_3$. Based on the ANOVA table it is known that the probability value (sig.) is 0.00, the $F_{count} = 21.403$ is greater than the $F_{table} = 2.67$, from these results it can be concluded that the regression equation $Y = 95.457 + 0.164 X_3$ is declared very significant. Furthermore, based on the output correlations table, it shows that the correlation coefficient (ρ_{y3}) is 0.372, with a probability value (sig) of 0.000, this means that there is a positive and significant correlation between transformational leadership and teacher creativity, the correlation is at a weak level. Furthermore, based on the output model summary table, it is known that the coefficient of determination $(r^2_{y3}) = [0.372]^2 = 0.139$. The value (r^2_{y3}) of 0.139 means that the contribution of the Transformational Leadership variable (X3) to the Teacher Creativity variable (Y) is 13.9%.

Hypothesis Testing 4. There is a positive relationship between self-efficacy (X1) and knowledge sharing (X2) together with teacher creativity (Y)

From the coefficients table it is known that the Unstandardized Coefficients (Constant) which is the value for a is 43.948 and the Unstandardized Coefficients in Self-Efficacy which is the value for b1 is 0.383 and in Knowledge Sharing the value for b2 is 0.165 so that the regression equation model between Self-Efficacy and Knowledge Sharing as a whole along with Teacher Creativity can be written as $Y = 43.948 + 0.383 X_1 + 0.165 X_2$. Furthermore, based on the ANOVA table, it is known that the probability value (sig.) is 0.00, the $F_{count} = 50.480$ is greater than the $F_{table} = 2.67$, from these results it can be concluded that the regression equation $Y = 43.948 + 0.383 X_1 + 0.165 X_2$ is very significant. Furthermore, based on the output model summary table, the multiple correlation test shows that the correlation coefficient (ρ_{y12}) is 0.658, with a probability value (sig. F Change) of 0.000, this means that there is a positive and significant correlation between the Self-Efficacy variable and the Knowledge Sharing variable. together with the Creativity variable, the correlation is at a strong level. Furthermore, the coefficient of determination $(r^2_{y12}) = [0.658]^2 = 0.433$. The value (r^2_{y12}) of 0.433 means that the contribution of the Self-Efficacy variable (X1) and Knowledge Sharing variable (X2) together to the Teacher Creativity variable (Y) is 43.3%.



Hypothesis Testing 5. There is a positive relationship between self-efficacy (X1) and transformational leadership (X3) together with teacher creativity (Y)

From the coefficients table it is known that the Unstandardized Coefficients (Constant) which is the value for a is 39.789 and the Unstandardized Coefficients in Self-Efficacy which is the value for b1 is 0.443 and in Transformational Leadership for the value of b2 is 0.081 so that the regression equation model between Self-Efficacy and Transformational Leadership as a whole along with Teacher Creativity can be written as $Y = 39.789 + 0.443 X1 + 0.081 X3$. Furthermore, based on the ANOVA table it is known that the probability value (sig.) is 0.00, the $F_{count} = 42.142$ is greater than the $F_{table} = 2.67$, from these results it can be concluded that the regression equation $Y = 39.789 + 0.443 X1 + 0.081 X3$. stated to be very significant. Furthermore, based on the output model summary table, the multiple correlation test shows that the correlation coefficient (r_{y13}) is 0.624, with a probability value (sig. F Change) of 0.000, this means that there is a positive and significant correlation between the Self-Efficacy variable and the Transformational Leadership variable. together with the Teacher Creativity variable, the correlation is at a strong level. Furthermore, the coefficient of determination (r^2_{y13}) = $[(0.624)]^2 = 0.390$. The value (r^2_{y13}) of 0.390 means that the contribution of the Self-Efficacy variable (X1) and the Transformational Leadership variable (X3) together to the Teacher Creativity variable (Y) is 39%.

Hypothesis Testing 6. There is a positive relationship between knowledge sharing (X2) and transformational leadership (X3) together with teacher creativity (Y)

From the coefficients table it is known that the Unstandardized Coefficients (Constant) which is the value for a is 79.480 and the Unstandardized Coefficients in Knowledge Sharing which is the value for b1 is 0.238 and in Transformational Leadership for the value b2 is 0.103 so that the regression equation model between Knowledge Sharing and Transformational Leadership as a whole together on Teacher Creativity can be written as $Y = 79.480 + 0.238 X2 + 0.103 X3$. Furthermore, based on the ANOVA table it is known that the probability value (sig.) is 0.00, the $F_{count} = 29.905$ is greater than the $F_{table} = 2.67$, from these results it can be concluded that the regression equation $Y = 79.480 + 0.238 X2 + 0.103 X3$ is stated very significant. Furthermore, based on the output model summary table, the multiple correlation test shows that the correlation coefficient (r_{y23}) is 0.558, with a probability value (sig. F Change) of 0.000, this means that there is a positive and significant correlation between the Knowledge Sharing variable and the Transformational Leadership variable. together with the Teacher Creativity variable, the correlation is at a moderate level. Furthermore, the value of the coefficient of determination (r^2_{y23}) = $[(0.558)]^2 = 0.312$. The value (r^2_{y23}) of 0.312 means that the contribution of the Knowledge Sharing variable (X2) and the Transformational Leadership variable (X3) together to the Teacher Creativity variable (Y) is 31.2%.



Hypothesis Testing 7. There is a positive relationship between self-efficacy (X1), knowledge sharing (X2) and transformational leadership (X3) together with teacher creativity (Y)

From the coefficients table it is known that the Unstandardized Coefficients (Constant) which is the value for a is 40.894 and the Unstandardized Coefficients in Self-Efficacy which is the value for b1 is 0.354, in Knowledge Sharing the value for b2 is 0.150 and in Transformational Leadership the value for b3 is 0.059 so that the model the regression equation between Self-Efficacy, Knowledge Sharing and Transformational Leadership together on Teacher Creativity can be written as $Y = 40.894 + 0.354 X1 + 0.150 X2 + 0.059 X3$. Furthermore, based on the ANOVA table it is known that the probability value (sig.) is 0.000, the $F_{count} = 35.517$ is greater than the $F_{table} = 2.67$, from these results it can be concluded that the regression equation $Y = 40.894 + 0.354 X1 + 0.150X2 + 0.059X3$. stated to be very significant. Furthermore, based on the output model summary table, the multiple correlation test shows that the correlation coefficient (r_{y123}) is 0.670, with a probability value (sig. F Change) of 0.000, this means that there is a positive and significant correlation between the Self-Efficacy variable, the Knowledge Sharing variable. and the variable Transformational Leadership together with the Creativity variable, the correlation is at a strong level. Furthermore, the coefficient of determination ($r^2_{y123} = [(0.670)]^2 = 0.449$). The value (r_{y123}) of 0.449 means that the contribution of the Self-Efficacy variable (X1), Knowledge Sharing variable (X2) and Transformational Leadership variable (X3) together to the Teacher Creativity variable (Y) is 44.9%.

STOREM analysis

From the results of the SITOREM analysis, namely the analysis of the contribution of each independent variable to the dependent variable, followed by an analysis of the weights of each indicator of the research variable, then the classification of the indicators for each research variable was determined so that a conclusion was drawn about the sequences of indicators that must be prioritized for improvement, shown in the following table;

Table 1. Summary of the Results of SITOREM Analysis for Determining the Classification of Indicators for All Research Variables

RESULTS OF CYTOREM ANALYSIS	
Indicator Order Priority for Immediate Improvement	Indicators for Maintaining or Developed



1. Confidence in Overcoming various changes (16.48%) (3.6)	1. Confidence in maintaining classroom discipline (18.13%) (4.1)
2. Belief in Instructional (15.38%) (3.65)	2. Confidence in Collaboration with colleagues and parents (17.58%) (4.3)
3. Belief in Instructional based on individual student needs (14.84%) (3.82)	3. Confidence in motivating students (17.54%) (4.1)
4. Organizational communication (28.97%) (3.4)	4. Inspirational motivation (27.97%) (4.1)
5. Community of practice (24.59%) (3.5)	5. Individual considerations (22.28%) (4.01)
6. Personal/personal interaction (24.58%) (3.2)	6. flexibility (19.86%) (4.3)
7. Written contribution (22.88%) (3.1)	7. Fluency (19.15%) (4.2)
8. Intellectual stimulation (26.27%) (3.8)	
9. Idealized influence (22.28%) (3.2)	
10. Originality (21.99%) (3.86)	
11. Taking Risks (20.57%) (3.66)	
12. Elaboration (18.44%) (3.78)	

Conclusion

Based on the findings from the research and statistical studies conducted, it shows that there is a simultaneous functional relationship between the variables of Self-Efficacy, Knowledge Sharing and Transformational Leadership with the Variables of Teacher Creativity in private elementary schools at Buddhist religious foundations in Banten province. From the findings of this study it can be stated that increasing the creativity of teachers who teach in private elementary schools at Buddhist religious foundations in Banten province can be carried out through increasing the self-efficacy of the teachers, knowledge sharing behavior in the school environment and the transformational leadership of the school principal. The results of the statistical test showed that the three independent variables studied all contributed positively and significantly to the dependent variable. In this study, self-efficacy is the factor that contributes the most to teacher creativity. Teachers who have high self-efficacy are teachers who have high self-confidence, have high motivation, have the courage to try new things, dare to face various risks, are eager to keep trying new things until their goals are achieved. These characters are needed in increasing Teacher Creativity. Furthermore, knowledge sharing also has a high contribution to teacher creativity. Knowledge sharing in the school environment is manifested in the behavior of teachers who share their knowledge with other teachers and also in behavior that accepts knowledge from other teachers. Shared knowledge can be in the form of explicit knowledge (explicit knowledge) or implicit knowledge (tacit knowledge). This behavior makes teachers have extensive knowledge, broad insight, high skills, have lots of new ideas and ideas so that teacher creativity can increase. Furthermore, transformational leadership also contributes to teacher creativity even though the value is lower when compared to self-efficacy and knowledge sharing. Principals who apply a transformational leadership style are able to increase the confidence of teachers in carrying out



their work, principals are able to grow and increase teacher motivation, and are able to stimulate intellectually teachers to generate new ideas and ideas so as to support the creativity of teachers.

High teacher creativity makes the teaching and learning process fun and effective. Especially at the elementary school (SD) level, a fun learning atmosphere is really needed because children at the elementary school level are still dominated by play behavior. A high level of teacher creativity makes teaching fun, fun teaching makes students love learning so that the focus becomes strong and ultimately the teaching goals are achieved, the quality of graduates increases and national education goals can also be achieved. Teachers who have a high level of creativity will work effectively, teachers will teach with various methods and media to adjust the material and educational participants. Teachers with high creativity also have the courage to face various risks so they dare to try the latest methods and media. From the results of the simultaneous correlation test between the variables Self-Efficacy, Knowledge Sharing and Transformational Leadership together with the Creativity variable, it shows that there is a very significant positive relationship. The strength of the relationship is also in the strong level category. Based on these results, it is the basis that increasing the creativity of teachers teaching in private elementary schools at Buddhist religious foundations in Banten province can be carried out through a joint increase in the self-efficacy of the teachers, sharing knowledge in the school environment and the transformational leadership of the school principal. Based on the STOREM analysis that has been carried out, it was found that self-efficacy variable improvement was carried out through strengthening indicators with priority indicators that have high weight but the results of the research results have not been maximized, namely; indicators (1) belief in overcoming various challenges (Coping with challenges), (2) belief in instructional (Instruction), and (3) belief in instructional based on individual student needs (Adapting instruction to individual students' needs). Improvements to the Knowledge Sharing variable indicators include; (1) organizational communication indicators, (2) community practice indicators, (3) personal/personal interaction indicators, (4) written contribution indicators. Improvement of Transformational Leadership variable indicators includes; indicators (1) intellectual stimulation and (2) idealized influence.

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