

Teacher's Creativity of Madrasah Tsanawiyah Through Correlational Study Between Transformational Leadership Headmaster and Achieved Motivation in Tanah Sareal District Bogor

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Abstract—This study aims to find efforts that can be done in order to improve the Teacher's Creativity of Madrasah Tsanawiyah through the relationship between Transformational Leadership headmaster and achieved motivation in Tanah Sareal Bogor. The research sample is as many as 97 teachers selected randomly through proportional random sampling method from 128 teachers population. This research was conducted using the survey method with a correlational approach. The research can be concluded that: 1). There is a significant positive relationship between transformational leadership headmaster and teacher's creativity with correlation coefficient (r_{y1}) 0.306 with determination coefficient of 0.094. 2). There is a significant positive relationship between achieved motivation and teacher's creativity with correlation coefficient (r_{y2}) 0.316 and determination coefficient of 0.100.3). There is a significant positive relationship between transformational leadership headmaster and achievement motivation with teacher's creativity and correlation coefficient (r_{y12}) 0.401 with determination coefficient of 0.161.

Keywords—*transformational leadership headmaster, achieved motivation, teacher's creativity*

I. INTRODUCTION

The quality of education plays a very important role in the process of improving the quality of human resources. Improving the quality of education is an integrated process with the process of improving the quality of human resources, so the government and the private sector have and must continue to strive to realize this mandate through the development of higher quality education, among others, through various development and improvement of curricula and evaluation systems, improvement of educational infrastructure, , developing and procuring teaching materials, as well as implementing education and training for teachers and other educators to improve the quality of human resources. As a

guide who is at the forefront of success in learning, a teacher must have high creativity in carrying out his profession.

Teachers are required to carry out learning for their students in ways that are varied, active, innovative, creative, effective, efficient, and fun.

Creativity will be able to bring change, from the old paradigm to the new paradigm in carrying out the learning process. Creative teachers can be measured by four indicators, namely: first, the ability of teachers to develop ideas or ideas and innovations on subjects to be conveyed to their students; second, the ability of teachers to apply available technology by learning innovation media they convey; third, the teacher's ability to create an active, innovative, creative, and fun learning atmosphere for students; fourth, the ability of the teacher to take advantage of the surrounding environment as a learning medium for the materials to be conveyed to students.

Facts in the field of MTs teachers. In Tanah Sareal District, Bogor City still has low creativity there are still many in teaching and learning activities, the methods and methods of teachers in delivering material that is less creative and innovative, less quality, tend to be more of a "textbook" which is too based on what There are even those written in textbooks that only implement Student Worksheets (LKS), so they are ineffective and efficient, seem monotonous, tend to make students feel bored and bored in learning, and are more "teacher-centered". This means that the delivery and provision of knowledge tends to be centered on teachers only to students so that it does not foster students' interests and talents and abilities.

Ivancevich, Konopaske, and Matterson [1] suggest that creativity is a process where an individual, group, or team generates new ideas that are useful for solving problems or taking advantage of opportunities. Creativity has several general characteristics such as persistence, a tendency to take

risks, openness, and tolerance for ambition. So creativity is the embodiment of ideas (ideas) that are superior in the form of opportunities or self-confidence in finding solutions to problems. Creativity can be measured through indicators: a) courage to act, b) ingenuity in looking for new opportunities or ways, and c) openness to other people's ideas.

According to Ormrod [2] creativity is a new and original behavior that shows productivity and culturally produces appropriate results. Creativity is like problem-solving, which is a form of transfer of knowledge or skills into a new situation including applying what was learned previously. It can be new and original behavior or a productive result. Meanwhile, according to Mullen [3] creativity is a power that comes from being involved, making or building something. Creative people are those who approach problems flexibly and manage unstructured decision making. Creativity indicators consist of 1). Innovate and express, 2) Produce something new and valuable, 3) Come up with new ideas, 4) Strengthen curiosity, 5). Risk failure.

From the theoretical study of creativity, it can be synthesized that creativity is a person's process of solving problems by creating new ideas and ideas, being open to every new thing, and having high curiosity, having a flexible mindset, having confidence in working, and able to take risks. The indicators of creativity are as follows: 1) rich in new ideas and ideas; 2) solve problems; 3) Dare to face failure; 4) flexible in thinking, 5) curiosity; 6) open to new things; 7) confidence in work.

Robbins and Timothy [4] state that transformational leadership is leadership that can motivate followers to carry out expectations above and beyond their self-interests for the organization. The factors that influence it are (1) individual consideration, (2) intellectual stimulation, (3) inspirational motivation, and (4) ideal influence.

Meanwhile, according to D. Deni Koswara and Halimah [5], transformational leadership is a leader who can change and motivate subordinates by 1) making them more aware of the importance of task results; 2) persuade them to put the interests of their team or organization ahead of their interests; 3) activate their higher needs. With transformational leadership, subordinates feel trust, loyalty, and respect for the leader, and they are motivated to do more than is initially expected of them.

From the theoretical study of principal leadership, it can be concluded that transformational leadership is the act of a leader in influencing, inspiring and motivating, having the influence of idealism, charisma, and concern for subordinates, being an intellectual driving force, and giving confidence to subordinates in doing tasks to be better. Measured indicators of transformational leadership are: (1) influencing subordinates, motivating inspiration, (3) influence of idealism, 4) individual attention, (5) intellectual drive, (6) charisma, (7) trust towards subordinates.

Samuel O. Salami [6] states that achievement motivation is an encouragement to work to achieve a high standard (standard of excellence) and achieve success in a competitive situation. Meanwhile, Tiur Asi Sibirian, [7] stated that motivation for achievement (need for achievement) is a desire to exceed a set standard and strive for success. It can be said that there are several aspects related to achievement motivation, among others: dare to take risks, desire to get feedback on performance, seek satisfaction with achievement, and take responsibility for their work.

According to Jerald and Robert [8], achievement motivation is the strength of an individual's desire to excel, namely to succeed at difficult tasks and to do something better than others. Meanwhile, according to Hitt, Miller, and Colella [9] someone who has achievement motivation, tries to do anything seriously to succeed in a competitive situation and is always prepared for all the possibilities that occur. In other words, achievement motivation is an encouragement to work in order to achieve a high standard and achieve success in competitive situations.

According to Siagian, S.P [10] achievement motivation is the driving force for someone to make the greatest possible contribution and the success of the organization to achieve its goals. Meanwhile, according to Shermerhon [11], achievement motivation is the desire to do something better or more efficiently, to solve problems, or to master complex tasks. In accordance with the indicators, namely: 1) individual responsibility for results, 2) goals that are challenging but possible to achieve, and 3) feedback on work results.

From the theoretical study of achievement motivation, it can be concluded that achievement motivation is an encouragement for someone to do better than before with high responsibility, always seeks feedback on performance, always works hard, likes challenges, never gives up, has high trust in abilities, and dare to take risks in every job so that it is better than before and to achieve achievements at work. The indicators for achievement motivation variables are: (1) high responsibility, (2) seeking feedback on performance, (3) liking challenges, (4) hard work, (5) never giving up (6) believing in one's abilities, and (7) dare to take risks.

II. METHODS

The method used in this research is a survey method with a correlational approach and SITOREM analysis. In this study, there are two independent variables, namely the Principal Transformational Leadership (X1) and Achievement Motivation (X2), and one dependent variable is Teacher Creativity (Y). The constellation of problems in the study is described in a chart like the following:

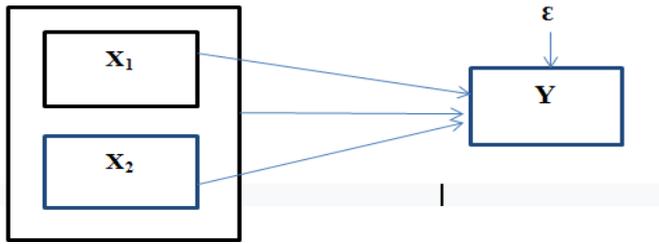


Fig. 1. Constellation of research problems

Description:

Y = Teacher creativity

X1 = Principal Transformational Leadership

X2 = Achievement Motivation

ε: another variable

The population in this study were 128 teachers at the MTs Foundation (GTY) in Tanah Sareal District, Bogor. While the research sample was obtained using the Slovin formula with a total of 97 teachers as respondents. The technique used in sampling is a The data used as the basis for the description of the results of this study are the questionnaire scores of the Principal Transformational Leadership (X1), achievement motivation (X2), and teacher creativity (Y). (Proportional Random Sampling).

III. RESULTS

Testing Requirements Analysis.

A. Normality Test

1) *Estimated Error Normality Test (Y-Ŷ1) Variable Regression Equation for Teacher Creativity (Y) on Principal Transformational Leadership (X1):* $\hat{Y} = 86.918 + 0.354X1$

The requirement for estimation error is normally distributed if the value of $L_{count} < L_{table}$, thus, the error of estimation (Y-Ŷ1) the regression equation of teacher creativity variable (Y) on the Principal Transformational Leadership (X1) is normally distributed ($L_{count} = 0.0482 < 0.0908 = L_{table}$).

2) *Normality Test of Estimated Error (Y-Ŷ2) Variable Regression Equation for Teacher Creativity (Y) on Achievement Motivation (X2):* $\hat{Y} = 78,335 + 0,436 X2$

The requirement for estimation error is normally distributed if the value of $L_{count} < L_{table}$, thus, the error of estimation (Y-Ŷ2) regression equation of teacher creativity variable (Y) on Achievement Motivation (X2) is normally distributed ($L_{count} = 0.05945 < 0.0908 = L_{table}$). The summary of the normality test using the Lilliefors test can be seen in the table below:

TABLE I. SUMMARY OF NORMALITY TESTS FOR Y-Ŷ1 AND Y-Ŷ2 ESTIMATES

No	No Error Estimates	L_{count}	$L_{table(0.05)}$	Conclusion
1	Y-Y ₁	0.0482	0.0908	Normal
2	Y-Y ₂	0.05945	0.0908	Normal

B. Homogeneity Test

1) *Homogeneity Test of Teacher Creativity Score (Y) based on the Principal Transformational Leadership Score (X1).*

The homogeneous variance requirement is if $\chi^2_{count} < \chi^2_{table}$. Thus, the variance of the teacher's creativity score (Y) based on the Principal's Transformational Leadership score (X1) came from a homogeneous population ($\chi^2_{count} = 51.33 < 75.28 = \chi^2_{table}$).

2) *Homogeneity Test of Variance Teacher Creativity Score (Y) based on Achievement Motivation (X2).*

The homogeneous variance requirement is if $\chi^2_{count} < \chi^2_{table}$. Thus, the variance of the teacher's creativity score (Y) based on the Achievement Motivation score (X2) comes from a homogeneous population ($\chi^2_{count} = 52.0368 < 75.2818 = \chi^2_{table}$). Annex 9.

The summary of the homogeneity test for the variance of teacher creativity scores (Y) based on the Principal Transformational Leadership score (X1) and the Achievement Motivation score (X2) using the Bartlett test can be seen in the table below.

TABLE II. SUMMARY OF VARIANCE HOMOGENEITY TEST

No	Grouping	X^2_{count}	$X^2_{table} (\alpha = 0.05)$	Conclusion
1	Y on the basis of X ₁	51.3254	75.2818	Homogeneous population
2	Y on the basis of X ₂	52.0368	75.2818	Homogeneous population
Homogeneous population requirements: $X^2_{count} < X^2_{table}$				

IV. DISCUSSION

A. The Relationship Between Principal Transformational Leadership (X1) and Teacher Creativity (Y)

The results showed that there was a positive relationship between the Principal's Transformational Leadership and Teacher Creativity. This is indicated by the correlation coefficient (ry.1) of 0.306 which is stated to be very significant. The Principal's Transformational Leadership Contribution to Teacher Creativity is 9.4% which is stated by the coefficient of determination (r²y.1) of 0.094. The partial correlation coefficient of Principal Transformational Leadership (with the Achievement Motivation variable controlled) is 0.306 which is stated to be very significant.

Based on the simple linear regression equation $\hat{Y} = 86.918 + 0.354X1$, it is predicted that everyone's increase in the Principal's Transformational Leadership score will cause an increase of 0.354 Teacher Creativity score at a constant of 86.918. The results of this study concluded that the Principal's

Transformational Leadership had a positive contribution that had a significant effect on teacher creativity.

In essence, the Principal's Transformational Leadership is the act of a leader in influencing, inspiring, motivating, having the influence of idealism, charisma, and concern for subordinates, being an intellectual booster, and giving confidence to subordinates in doing tasks for the better. Measured indicators of transformational leadership are: (1) influencing subordinates, (2) motivating inspiration, (3) influence of idealism, 4) individual attention, (5) intellectual.

This is following the results of previous research conducted by Hulya Gunduz Cekmecelioglu and Gonul Kaya Ozbag [12] entitled "Leadership and Creativity: The Impact of Transformational Leadership on Individual Creativity". The results showed that there was a positive and very significant relationship between transformational leadership and creativity ($r = 0.64$ $p < 0.05$).

Thus the findings of facts and data in the analysis of this study further support previous findings regarding a strong relationship between the Principal's Transformational Leadership and Teacher Creativity, either directly or indirectly.

B. The Relationship Between Achievement Motivation (X2) and Teacher Creativity (Y)

The pattern of the relationship between the Achievement Motivation variable and the Teacher Creativity variable is expressed by a simple linear regression equation $\hat{Y} = 78.335 +$

$0.436 X_2$, it is predicted that each increase of one Achievement Motivation score will cause an increase of 0.436 Teacher Creativity score at a constant of 78.335. The existence of a positive relationship between Achievement Motivation and Teacher Creativity shows that the role of Achievement Motivation will greatly help achieve Teacher Creativity.

Achievement Motivation is a person's encouragement to do better than before with high responsibility, always seek feedback on performance, always works hard, likes challenges, never gives up, has high confidence in one's abilities, and is brave take risks in every job so that it is better than before and in order to achieve performance at work. The indicators for achievement motivation variables are: (1) high responsibility, (2) seeking feedback on performance, (3) liking challenges, (4) hard work, (5) never giving up (6) believing in one's own abilities and (7) dare to take risks.

Based on the research results, it can be concluded that Achievement Motivation provides a very significant contribution to Teacher Creativity. This is also in accordance with the results of research conducted by Farshid Ghasemi, Shohreh Eskandari, and Yones Mohammadzadeh [13] entitled "investigating the relationships between achievement motivation, self-esteem and education with creativity in preschool teacher in Arsanjan". The results showed a positive and very significant relationship between achievement motivation, training, and creativity ($r = 0.37$ $p < 0.05$).

The principal as a person who is given the task of leading the school is responsible for achieving the goals, roles, and quality of education in schools. Thus, in order to achieveschool goals, the Principal in carrying out his duties and functions is required to have adequate capacity as a leader. The leadership role of the Principal in increasing teacher creativity is very large. Given that with good leadership, the Principal is expected to be able to influence and motivate teachers to increase teacher creativity, so that they can work optimally. Teachers will increase creativity if they have a Principal who always motivates and guides their teachers.

C. The Relationship Between Principal Transformational Leadership (X1) and Achievement Motivation (X2) Together with Teacher Creativity (Y)

The results showed that there was a positive relationship between Principal Transformational Leadership and Achievement Motivation together with Teacher Creativity. This is indicated by the correlation coefficient ($r_{y.12}$) of 0.401 which is stated to be very significant after being tested with the F test. $r_{2y.12}$ of 0.161.

The pattern of the relationship between the Principal Transformational Leadership variable and Achievement Motivation together with the Teacher Creativity variable is shown by the multiple linear regression equation $\hat{Y} = 48.297 + 0.827X_1 + 0.365X_2$ with a regression coefficient which is stated to be very significant.

Principal Transformational Leadership is the act of a leader in influencing, inspiring who motivates, influences idealism, charisma and concern for subordinates, becomes an intellectual driver and gives confidence to subordinates in doing tasks to be even better. Measured indicators of transformational leadership are: (1) influencing subordinates, (2) motivating inspiration, (3) influence of idealism, 4) individual attention, (5) intellectual drive, (6) charisma, (7) trust towards subordinates.

Achievement Motivation is an encouragement for someone to do better than before with high responsibility, always looking for feedback on performance, always working hard, likes challenges, never gives up, has high confidence in one's abilities, and dares to take risks in every job to be better than before and to achieve achievements at work. The indicators for achievement motivation variables are: (1) high responsibility, (2) seeking feedback on performance, (3) liking challenges, (4) hard work, (5) never giving up (6) believing in one's abilities, and (7) dare to take risks.

Indicators of influencing subordinates (teachers) can motivate a teacher to grow self-confidence to move forward. From this attitude emerges creativity can be developed properly. Creativity is not only from the ability to influence subordinates, but from a high level of motivation can influence to continue to tie new ideas.

Creativity is seen as one of the attitudes a teacher must-have, but the power to increase creativity needs to be encouraged by the principal. With the development of teacher

skills, it can increase teacher creativity in carrying out professionalism in the world of education.

Based on the research results stated above, it can be concluded that the Principal's Transformational Leadership and Achievement Motivation made a positive contribution which had a significant effect on Teacher Creativity.

V. CONCLUSION

- There is a positive and very significant relationship between transformational leadership and teacher creativity with a correlation coefficient (r_{y1}) of 0.306 with a regression equation $\hat{Y} = 86.918 + 0.354 X_1$. The coefficient of determination is 0.094 which means 9.4% of the diversity in teacher creativity can be explained by transformational leadership. Meanwhile, the remaining 95.6% is influenced by other factors, meaning that strong transformational leadership will lead to high teacher creativity
- There is a positive and very significant relationship between achievement motivation and teacher creativity with a correlation coefficient (r_{y2}) of 0.316 with a regression equation $\hat{Y} = 78.335 + 0.436 X_2$. The coefficient of determination of 0.100 which means 10.0% of the diversity in teacher creativity can be explained by achievement motivation. While the remaining 90.0% is influenced by other factors, meaning that strong achievement motivation will cause high teacher creativity.
- There is a positive and very significant relationship between transformational leadership and achievement motivation with teacher creativity with a correlation coefficient (r_{y12}) of 0.401 with a regression equation $\hat{Y} = 48.297 + 0.827X_1 + 0.365X_2$. Determination coefficient is 0.161 which means 16.1% diversity in teacher creativity can be explained by transformational leadership and achievement motivation while the remaining 13.9% is influenced by other factors, meaning

that transformational leadership and strong achievement motivation will cause high teacher creativity.

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