

THE INFLUENCE OF SCHOOL PRINCIPAL LEADERSHIP, AND MOTIVATION ON TEACHER CREATIVITY AT SMAN 1 SAMPIT

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Abstract

This research aims to (1) analyze the influence of principal leadership and motivation on teacher creativity at SMAN 1 Sampit. (2) analyze the influence of the principal's leadership on teacher creativity at SMAN 1 Sampit. (3) analyze the influence of the principal's leadership and motivation on teacher creativity at SMAN 1 Sampit. The research design uses quantitative research with a survey approach. Using a saturated sample of 55 people. Data collection techniques and research instruments use questionnaires. Validity test uses corrected item-total correlation and reliability test uses Crinbach alpha. The data analysis technique uses multiple linear regression analysis. Based on data analysis of the influence of the principal's leadership and motivation on teacher creativity at SMAN 1 Sampit, it shows that the $f_{count} > f_{table}$ value is $28.828 > 3.175$ and the significance is $0.000 < 0.05$ so that H_0 is rejected and H_1 is accepted. With a coefficient of determination value of 50.8%. The principal leadership variable on teacher creativity shows that $t_{count} > t_{table}$ is $3,288 > 2,006$ and the significance value is $0.002 > 0.05$ so that H_0 is rejected and H_2 is accepted. The motivation variable for teacher creativity shows $t_{count} > t_{table}$ $2.584 > 2.006$ and a significance value of $0.000 < 0.05$, so that H_0 is rejected and H_3 is accepted. The research concludes that (1) there is an influence of the principal's leadership and motivation on teacher creativity at SMAN 1 Sampit. (2) there is an influence of the principal's leadership on teacher creativity at SMAN 1 Sampit. (3) there is an influence of motivation on teacher creativity at SMAN 1 Sampit.

Keywords: *influence, leadership, motivation, teacher, creativity*

INTRODUCTION

The school is the second educational institution after the family whose function is to help the family environment educate and teach as well as improve and expand the intellectual and character of students (Khair, 2021). Schools are educational institutions where people with knowledge are produced (Eni Elyati, Abdullah Idi, & Yulia Tri S., 2022). School is a place of education, which organizes the teaching and learning process. In the learning process, schools have the aim of educating students under teacher supervision (Erni Sukmayanti, Nandang Hidayat & Herfina, 2021). To achieve learning goals in school cannot be separated from the role of the teacher.

According to (Sanjaya, 2020) Teachers play a major role in the teaching and learning process. According to (Hastuti, 2021) A quality teacher is a teacher who has a strong influence on

student achievement. Even though technological developments in the digital era are very rapid, the role of teachers still has a central role, no matter what the education system is like. According to (Retnaningsi, 2019). Teachers are challenged and required to be able to educate a generation with character, morals, discipline and creativity. The duties of a teacher as a profession include teaching, educating and training, not only imparting knowledge, but also forming character and guiding students' personal development. .

Students' creative ability to think and act is one of the factors that is really needed to face the super fast development of information technology in the 21st century. Creativity is one of the keys to solving new problems and taking advantage of opportunities that arise quickly. A teacher is a very crucial component in every effort to improve the quality of education (Lambok H.S, Emilda S & Indra P, 2023). Teachers who have creativity will be able to

create a learning environment that encourages students to think creatively (Sumyati Shalihah, I. Yusuf Lli Nanih, S. Suherman Alamsyah, U, 2022).

Creativity plays a very important role in the sustainable development of an organization or school (Shen, C. Zhang, Y. Yang, J., dan Liu, S., 2020). School sustainability cannot be separated from the role of teachers. Creative teachers can develop imaginative designs by planning the learning process that will be implemented and how students will be involved in the learning process. In this context, teachers are required to be able to develop creativity, both in the form of thinking and working creatively in order to be able to produce various learning innovations.

21st century teachers are not teachers who are clever at every curriculum topic, but teachers must know how to do something, know how to know or how to use something to do something new with their students (Hastuti, 2021). Teachers need to continue learning, reading the latest information and developing creative ideas in learning so that the learning atmosphere becomes interesting. In 21st century learning, teachers not only transfer knowledge to students but are able to develop creative and innovative learning. Teachers must change the paradigm which only focuses on content but also focuses on developing creativity.

The principal in the world of education is the person at the forefront who coordinates efforts to improve quality learning. The principal as a leader has a significant contribution to the development and progress of the school. To improve the quality of the education unit the school principal has a strategic role (Fitriyah, I. Budi Santoso A., 2021). School principals as supervisors, leaders, motivators and innovators (Sidiq, U. Khoirussalim, 2021). The principal is responsible for improving the quality of education in elementary schools, especially in the context of 21st century education, the principal's leadership is very important so that the school can produce a generation of quality and able to respond to the challenges of the times. (Yadi Hadiansyah, Sofyan Iskandar, 2023). The school principal is an important component in realizing leadership in educational institutions. The school principal has a role and function in educational institutions, especially in schools, as a key figure in encouraging the development and progress of

the school and is required to be responsible for the implementation of school programs.

Teacher creativity can be grown with the support of the school principal as leader (Hanun, N.A. Sobri, A.Y. dan Sunandar, A., 2021). Increasing teacher creativity, school principals can give teachers freedom, in accordance with the rules, to use media, express and think (Kurniawan, H. dan Hasanah, E., 2021) The principal provides support and freedom to teachers to be creative so that teachers can develop their creativity in carrying out their duties and responsibilities as educators. The principal's task is important in providing provisions, to improve 21st century skills for teachers by having creativity (Jannah, 2020).

Teacher work motivation is considered to increase educational success at school (Kholid. Su"ad. & Hilal Madjdi, A., 2020). Work motivation for employees or teachers is something that must be optimal, in increasing their creativity in teaching (Iba. Z. Saifudin. Marwan. & Konadi W, 2021). Teachers with high work motivation will do their best for the progress of an organization or school (Bahrul Ulum, M. Sarwoko, E. Yuniarianto, 2020). The results of research conducted by (Raharjo, 2021) that work motivation has a positive and significant effect on teacher work creativity. Motivation is one of the superior's tools so that subordinates want to work as expected. School principals can motivate teachers in different ways according to their respective patterns. Some teachers still don't have their own motivation to develop their creativity and tend to only deliver the material, so they finish their job as a teacher without thinking about whether the material will be accepted by the students or not (Lambok H.S, Emilda S & Indra P, 2023).

SMAN 1 Sampit is one of the driving schools in implementing the independent curriculum, which is in Kotawaringin Timur. Teacher challenges - in implementing the independent curriculum as a driving school, teachers must take the time to build creative, innovative and challenging learning every day. The results of the author's pre-research based on the results of an interview with one of the deputy principals stated that teacher creativity has not met expectations, in developing learning models, designing creative and innovative learning media and interesting learning resources. Only a small number of teachers innovate and utilize

technology, whether methods, strategies or learning media, in the learning process, even though the principal gives appreciation to the teacher councilors who innovate. School principals conduct In House Training (IHT), such as implementing an independent curriculum, learning strategies and methods, using ICT as a learning medium, activating learning communities, and providing the necessary infrastructure.

The leadership abilities of school principals have a role in building work motivation and creativity of teachers in driving schools. The principal must be the main supporter of teacher creativity by providing motivation, appreciation and recognition of new ideas proposed by the teacher. Based on the background above, the author is interested in conducting research on the influence of Principal Leadership and Work Motivation on Teacher Creativity in SMAN 1 Sampit. Berdasarkan fenomena tersebut, penulis menganalisis pengaruh kepemimpinan kepala sekolah dan motivasi terhadap kreativitas guru di SMAN 1 Sampit.

Creativity is the behavior of an individual in using ideas by changing existing ones or creating new ones which are realized as innovations to produce products (Mulyadi, Helena Laihad, G. Muharam, H., 2020). A person's effort that involves or combines ideas to produce work. Teacher creativity is an action that produces new, useful and better results, in the form of ideas or real work that are relatively different from what already exists. (Sumarni, A. Entang, M. dan Elizabeth Patras, Y., 2021). In this case, creativity is a real action to realize a new idea or ideas, and is different from others, bringing benefits and being better than before. Creativity is the activity of realizing original, new or unique ideas through activities to overcome difficulties or reduce obstacles in order to produce superior products carried out by individuals. (Sudrajat, A. Setiyaningsih, S. Sarimanah, E., 2020). Creativity involves activities to realize ideas that are original, new, or unique. This activity aims to overcome difficulties or minimize obstacles, thereby producing superior products.

Based on the theory above, it can be made synthetic that teacher creativity is the activity of teachers to create, new ideas, new innovations or modifications with the aim of solving problems

or minimizing problems in the teaching and learning process by using existing resources, to be more different from existing ones. so that the learning process is more interesting, which will make students active and creative in learning. Teacher creativity is related to the ways teachers teach creatively to their students, teachers who have the characteristics of the ability to think and act creatively from creativity. Teachers use existing resources to make the learning process more interesting and different than before. The aim is to make students more active and creative in learning. With creativity, teachers can design teaching methods and learning media that are more interactive and fun, so that students are more interested and motivated to learn. This can also help students develop critical and creative thinking skills, as well as overcome various challenges in learning. According to (Mulyadi, Helena Laihad, G. Muharam, H., 2020) There are five indicators of creativity, namely 1), creative thinking. 2) creating new ideas, 3) great curiosity, 4) initiative, 5) alternative problem solving. According to (Sudrajat, A. Setiyaningsih, S. Sarimanah, E., 2020) There are eight indicators of creativity, namely: 1) astuteness in looking for opportunities, 2) learning new things, 3) openness to accepting new and better ideas, 4) driven from within, 5) challenging activities, 6) creating benefits for the environment 7) gives rise to unique or creative ideas, 8) produces products by individuals that are either something new or original. According to (Sumarni, A. Entang, M. dan Elizabeth Patras, Y., 2021) There are 13 indicators of creativity, namely: 1) Having a fairly large passion and curiosity. 2) Be open to new experiences, 3) resourceful 4) have a curiosity to discover (research), 5) tend to prefer difficult tasks. 6) tend to look for broad and satisfying answers. 7) have dedication, move and actively carry out tasks 8) think flexibly, 9) respond to questions asked and tend to give more answers. 10) the ability to make analyzes and synthetics 11) have a spirit of questioning and research 12) have quite good abstraction power. 13) have a fairly extensive reading background

From the indicators, teacher creativity indicators can be synthesized: 1) Originality, the teacher's ability to produce something new and unique. 2) Flexibility, the teacher's ability to approach according to the student's level of ability, 3) fluency, the teacher's ability to create many ideas or answers when teaching, 4)

Elaboration, the teacher's ability to package learning so that it is more interesting, 5) Curiosity, teachers have curiosity about various situations. 6) are imaginative, teachers relate the material to everyday life, 7) Feel challenged by diversity, teachers are motivated to solve problems in different ways, 8) Dare to take risks, teachers have an attitude of not being afraid wrong answer, 9) respect, teachers respect their students' abilities.

Functions and roles of school principals According to (Sidiq, U. Khoirussalim, 2021) 1). Principal as Manager, Educator and Administrator. 2) School Principal as Supervisor, Leader, Motivator and Innovator. The functions and roles of the school principal according to (Rahmi, S., 2020) 1) Principal as manager, principal as leader, 3) principal as educator, 4) principal as administrator, 5) principal as supervisor. The functions and roles of the school principal according to (Agus Purwanto, 2020) 1) principal as manager, 2) principal as leader.

From the theory above, the functions and roles of school principals can be summarized, namely 1) principal as leader, 2) principal as manager, 3) principal as supervisor, 4) principal as innovator, 5) principal as motivator, 6) principal school as administrator, 7) principal as educator.

Maslow in (Achmad Fawaid dan Maufur, 2020) developing a theory that has a practical level so that it is easy to understand, this theory is known as Maslow's theory of needs. Namely 1) physiological needs, 2) security needs, 3) social needs, 4) esteem or recognition needs, 5) self-actualization needs

METODE

The type of approach used is survey research, with considerations for efficiency and effectiveness. In this research there are 3 (three) variables, namely 1) principal leadership (X1), motivation (X2) and teacher creativity (Y).

The indicators used to measure the leadership of school principals are: 1) the function and role of the principal as a leader, 2) the principal as a manager, 3) the principal as a supervisor, 4) the principal as an innovator, 5) the principal as a motivator, 6) principal as administrator, 7) principal as educator. The indicators used to measure work motivation refer to Maslow's theory which suggests five hierarchies of human needs that can motivate

people to continue working, namely physiological needs, security needs, group (social) needs, esteem needs and self-actualization needs. Indicators used to measure teacher creativity in teaching are astuteness in looking for opportunities, learning new things, openness to accepting new and better ideas, driven from within, challenging activities, creating benefits for the environment, generating unique ideas or creative, producing products by individuals that are either something new or original.

The research location is SMAN 1 Sampit with a population of 55 teachers and the entire population was used as a sample, because the population was less than 100 people.

The data collection technique in this research uses a closed questionnaire, has been tested for validity using corrected item-total correlation and reliability testing using Cronbach's Alpha with the help of the SPSS 25 program. The data source was obtained from the teacher. For data analysis using multiple linear regression which has previously been tested for the prerequisites for regression testing and has met the prerequisites that have been set.

RESULTS AND DISCUSSION

RESULTS

Based on the indicator scores for each research variable, the lowest score was obtained for the principal's leadership variable on the function and role of the principal as an innovator and the highest score was on the function and role of the principal as a leader. On the motivation variable, the lowest score is the need for safety, and the highest score is the need for self-actualization. On the creativity variable, the lowest score is on the indicator of learning new things and the highest score is on producing products by individuals that are either something new or original.

Before the regression test, prerequisite tests are carried out, namely the normality test, multicollinearity test, heteroscedasticity test, autocorrelation test

Tabel 1. Hasil Uji normalitas

Based on the output above, it is known that the significance value of the Principal's leadership is 0.200, which is greater than 0.05, so the data is normally distributed. Motivation obtained a value of 0.200 which is greater than 0.05, so that the data is normally distributed, and teacher creativity obtained a value of 0.155 which is greater than 0.05, so that the data is normally distributed.

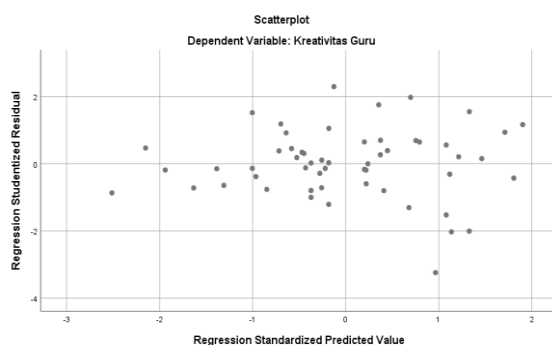
Table 2. Multikolinearitas

Coefficients^a

Model	Unstandardized Coefficients	Std. Error	Collinearity Statistics	
			Tolerance	VIF
1 (Constant)	23.441	6.672		
Kepemimpinan Kepala Sekolah	.390	.119	.510	1.962
Motivasi	.489	.189	.510	1.962

Source: 2024 analysis using SPSS 25

Based on the table above, the principal's leadership VIF value is 1.962 and the motivation VIF value is 1.962, the values are between 1-10 so there are no symptoms of multicollinearity.



Picture 1. Heteroscedasticity test results

Based on the picture above, heteroscedasticity does not occur.

Table 3. Autocorrelation Test Results

One-Sample Kolmogorov-Smirnov Test

	Kepemimpinan Kepala Sekolah	Motivasi	Kreativitas Guru	
N	55	55	55	
Normal Parameters ^{a,b}	Mean	72.47	45.13	73.80
	Std. Deviation	7.946	4.978	7.049
Most Extreme Differences	Absolute	.085	.080	.109
	Positive	.057	.080	.109
	Negative	-.085	-.073	-.073
Test Statistic	.085	.080	.109	
Asymp. Sig. (2-tailed)	.200 ^{c,d}	.200 ^{c,d}	.155 ^c	

- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.
- d. This is a lower bound of the true significance.

Source: 2024 analysis using SPSS 25

Model	R	Adjusted R Square	Durbin-Watson
1	.725 ^a	.508	1.969

Based on the table above, the Durbin-Watson value is 1.969, this value is smaller than 2, so there are no symptoms of autocorrelation.

Table 4. Multiple linear regression analysis test results

Model	Coefficients ^a			Collinearity Statistics	
	Unstandardized Coefficient	t			
1 (Constant)	23.441	3.513			
Kepemimpinan Kepala Sekolah	.390	3.288	.510	1.962	
Motivasi	.489	2.584	.510	1.962	

a. Dependent Variable: Kreativitas Guru

Source: 2024 analysis using SPSS 25

From the table above, it can be seen that to see between two independent variables and one dependent variable, in this study the

regression formula is as follows:
 $Y = a + b_1X_1 + b_2X_2 + e$

From the table above we get $Y = 23.441 + 0.390 + 0.489 + e$ (standard error) 6.672, which can be described as follows: 1) the constant value 23.441 is the value of teacher creativity, if the influence of the principal's leadership (X_1) and motivation (X_2) variables considered non-existent. 2) The principal leadership variable (X_1) was tested to have a significant effect on teacher creativity as indicated by the regression formula above explaining that, if the independent variable, namely principal leadership, experienced an increase of 1 level, it would be followed by an increase in teacher creativity of 0.390 with the assumption that assuming the other variables are constant. 3) The motivation variable (X_2) is proven to have a significant effect on teacher creativity, shown by the regression formula above which explains that, if the independent variable, namely motivation, experiences an increase of 1 level, it will be followed by an increase in teacher creativity of 0.489 assuming the other variables remain constant. . 4) From the coefficient values of the principal leadership variables (X_1) and motivation (X_2), the results show that the motivation variable has a coefficient value greater than the principal leadership variable. This means that the motivation variable has a stronger influence on the creativity of SMAN 1 Sampit teachers compared to the leadership of the school principal.

Table 5. F test hypothesis test results

From the table above we can see that the value of $f_{count} = 28.828$, while for $f_{table} = 2.006$. So the results obtained are $28.828 > 3.175$ and the significance value is $0.000 < 0.05$, so H_1 is accepted, this means that there is a simultaneous influence of the principal's leadership and motivation variables on teacher creativity SMAN 1 Sampit.

Based on the results of the coefficient and determination tests, the Adjusted R Square value was 0.580. This means the contribution of leadership and motivation to teacher creativity SMAN 1 Sampit.

Discossion

Based on the results of simultaneous data analysis, it can be seen that there is an

influence of the principal's leadership and motivation on teacher creativity at SMAN 1 Sampit. This research is supported by research (Azizah Mukhtar, 2020) that the principal's leadership and work motivation have a positive and significant effect on teacher creativity. This research is also supported (Lambok Hotmatua Samosir, Emilda Sulasmi, Indra Prasetia, 2023) that simultaneously the influence of the principal's leadership and motivation has a positive influence on teacher creativity. Based on the results of research conducted by the author and also supported by previous research, to increase teacher creativity, school principal leadership and motivation are needed. The principal's leadership and motivation are sources of strength to increase teacher creativity.

Based on the results of partial data analysis, it can be seen that there is an influence of the principal's leadership on teacher creativity at SMAN 1 Sampit. This means that the principal's leadership has a role in increasing teacher creativity. Based on the score for indicators of the function and role of school principals, the lowest score is for the indicator of school principals as innovators. This shows that carrying out the function and role as an innovator has not been optimal. The highest score on the function and role indicator of the head as a leader, this shows that the school principal is carrying out his function and role as a leader well. The results of this study are in line with (Putri Tobing & Enung Hasanah, 2021) indicates that the principal plays a role in increasing teacher

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1410.598	2	705.299	28.828	.000 ^b
Residual	1272.202	52	24.465		
Total	2682.800	54			

a. Dependent Variable: Kreativitas Guru
 Predictors: (Constant), Motivation, Principal Leadership

Source: 2024 analysis using SPSS 25

creativity. The results of research conducted

by Pesra Daryanti (Daryanti, 2021) Academic supervision can increase teacher creativity. The results of the research conducted by Pesra Daryanti illustrate one of the roles and functions of the school principal as a supervisor, the principal carries out his function actively as a supervisor, to guide teachers to increase their creativity.

Based on the results of research and also previous research, the better the leadership of school principals in carrying out their functions and roles can encourage teacher creativity. To increase teacher creativity, the leadership of a school principal is needed who is pro-active in carrying out the functions and roles as a school principal.

Based on the results of partial data analysis, it can be seen that there is an influence of motivation on teacher creativity at SMAN 1 Sampit. Based on the motivation indicator score, the lowest indicator is the need for safety and the highest indicator is the need for self-actualization. This research is in line with previous research by (Fatonah*, Hermahayu, Akhmad Liana Amrul Haq, 2023) shows that there is a positive and significant influence between teacher work motivation on teacher creativity. This research is also in line with research conducted by (Sukmayanti, E. Hidayat, N. & Herfina, 2021) that work motivation has a positive relationship with teacher creativity. This means that the higher the motivation, the teacher's creativity will also increase. High motivation will encourage teachers to be more creative in carrying out their obligations as teachers.

CONCLUSIONS AND SUGGESTIONS

Based on the research objectives, discussion of research results and hypotheses that have been tested, it can be concluded that there is an influence of school principal leadership and motivation on teacher creativity. There is an influence of the principal's leadership on teacher creativity. There is an influence of motivation on teacher creativity.

Based on the research results, the author provides suggestions for teachers to further increase their willingness to learn new things, whether done independently or organized by the school. For school principals to improve their function and role as

innovators and improve work safety systems in schools.

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