

Building Creative Intelligence: The Role of Transformational Leadership in Increasing Teacher Creativity Through Self-Efficacy



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ABSTRACT: The aim of this research is to identify and analyze the effects of transformational leadership and self-efficacy on the creativity of Madrasah Ibtidaiyah teacher in Karawang district. Karawang is one of the districts that still uses conventional methods in learning. This research uses a quantitative approach with surveys and analysis methods. Data collection using questionnaires with likert scale scores and data analysis techniques used by *Structural Equation Modeling* (SEM) using SmartPLS to test hypotheses. The results of the research show that there is no significant influence of transformational leadership on teacher creativity through self-efficacy, from the results obtained *T-statistical* values (1,618) and *P-value* significance (0,053) these do not reach the established level of significance (*P-Values* 0,05 dan *T-tabel* 1,699). This conclusion highlights the complexity of the relationship between the factors that influence teacher creativity in the context of leadership and self-efficacy.

KEYWORDS: Transformational Leadership, Self Efficacy and Teacher Creativity

I. INTRODUCTION

Creativity is the process of using new ideas to solve problems in innovative and creative ways. It includes learning new things, finding new opportunities or ways to improve jobs, being open and confident in work, and accepting new ideas (Soegiharti, 2020: 8). The theory of creativity that can be used as a benchmark in creating artwork or creative work in life includes the psychoanalytic theory, which triggers that creativity is influenced by a person's personal formation. Then, humanistic theory, which emphasizes the importance of psychological health in creating creative results. Finally, the Csikszentmihalyi theory, which highlights the identification of problems with potential creative solutions, is driven by a strong interest and enthusiasm for the topic of the problem, as well as the resilience that derives from the intrinsic reward perceived by individuals involved in the processing of data (Iswantara, 2017 : 39-54). Creativity makes something new and perfect, has cognitive and non-cognitive characteristics, i.e. originality, flexibility, elaboration, and smoothness, and the noncognitive characteristics are creative motivation, behavior, and personality (Kasmur et al., 2021). Creativity can also be influenced by the four dimensions of transformational leadership: motivation that drives, ideal influence, cognitive stimulation, and personal consideration (Palupi, 2020)

Teachers only use one-way methods and rely on skill during the learning process. Conventional learning models with lecture methods and non-student-centric methods are conducted by teachers. It smells bad because students don't have the ability to think critically, work together, solve problems, and enhance their character (Kirana, 2023). Similar things expressed by Bupati Karawang revealed bringing creativity, learning innovation into the characteristic of the day-to-day work of a teacher, and encouragement to the supervisors in the Karawang region to make changes or slowly abolish the method of Education by conventional methods, the effort was made to improve the quality of Education so that the karawang region can adapt to the development of the era of revolution 4.0 (Boby, 2021).

Transformational leadership is a leadership that focuses on giving motivation and opportunities to every component of an educational organization to work on a value system, without forcing them to commit themselves fully to achieving the goals of the organization (Setiawan & Muhith, 2019). Transformational leaders are involved in four key leadership behaviors such as motivation, inspiration, ideal influence, individual consideration, and intellectual stimulation (Kreitner & Kinicki, 2010). Based on the model theory developed by Jason A. Colquitt, transformational leadership is defined as leadership that focuses on developing an inspiring vision, motivating the inferior to high goals, and enhancing creativity and innovation within an organization. (Colquitt et al., 2015). Transformational leadership can also affect teacher performance, teacher self-efficacy, organizational citizenship

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behavior, job satisfaction, and organizational ability with indicators of inspiration, innovation, and personal consideration (Sánchez-Rosas et al., 2023).

Self-efficacy is the belief in a person's ability to and fulfil a goal (Mawaddah, 2019). Self-efficacy is a person's belief to motivate himself to complete a certain task, including self-confidence and self-efficacy. In information technology, there are three dimensions that make up self-efficacy in each person: level, strength, and generality (Tanjung et al., 2020). Motivation is based on three theories. In the first theory of causal attribution, the focus is on factors that influence a person's motivation, effort, and reaction. People with high levels of self-efficiency tend to perceive failure as a result of insufficient effort, while people with low levels of self-efficiency tend to perceive failure as a result of their weakness. In the second theory, expectations come from experiences that shape motivation. People will usually act according to their beliefs. A third goal theory, also known as goal theory, argues that forming goals first can increase motivation (Bandura, 1995: 7).

Several studies have stated that transformational leadership and self-efficiency are factors that can influence teacher creativity. According to Ripki et al. (2020), the results showed that transformational leadership has a significant influence on teacher creativity. Meanwhile, according to Warlizasusi & Ifnaldi (2021), the results showed that transformational leadership and self-efficacy are positively correlated with each other.

Based on the phenomenon, this study aims to determine and analyze the effect of transformational leadership on the creativity of Madrasah Ibtidaiyah teacher in Karawang district through self-efficacy. From previous research, this research offers solutions to how transformational leadership can influence creativity through self-efficacy. This research is new, although it is related to previous research, but it differs in terms of its research.

II. METODE

This research uses a quantitative descriptive approach with survey methods. The population of teachers of Madrasah Ibtidaiyah in Karawang District is 130 teachers. A sample of 130 teachers was taken from the population using a simple random sampling technique; the number of samples was calculated by voting using the Slovenian formula. The instrument used is a questionnaire with a likert scale score. Instruments are prepared by considering aspects such as determining variables, finding dimensions, creating indicators, making grids of instruments and formulating questions. Data analysis techniques use Structural Equation Modeling (SEM) and use SmartPLS to test hypotheses with A=0.05 significance.

III. RESULT AND DISCUSSION

Based on the outer loading factor loading score results, it can be seen that each indicator's outer load value of each bound variable and free variable value greater than 0.7 can be concluded that the assumption of convergence validity based on factor load is satisfied or already valid. The transformational leadership variable has an AVE value of 0.780, self-efficacy has an AVE of 0.668, and teacher creativity has an AVE of 0.628. Composite reliability and cronbach's Alpha calculations show that all variables for composite reliabilities have values above 0.70 and all variable for *cronbach's Alpha* have value above 0.60, whereas *R-square* values < 0.25 and known goodness of fit or *SRMR* values are < 0.10. Then the creativity data is translated into the following distribution table:

TABEL 1. CONSTRUCT RELIABILITY AND VALIDITY

Variabel	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Kreativitas Guru (CR)	0,965	0,965	0,968	0,628
FS	0,983	0,983	0,984	0,707
IB	0,950	0,953	0,958	0,739
PB	0,931	0,932	0,944	0,740
EL	0,966	0,967	0,970	0,693
Efikasi Diri (EF)	0,912	0,915	0,934	0,668
TS	0,968	0,968	0,971	0,606
KY	0,966	0,969	0,970	0,738
GS	0,961	0,962	0,966	0,730
Transformasional Leadership (TR)	0,968	0,970	0,972	0,780
PI	0,962	0,964	0,968	0,794
MOI	0,978	0,978	0,980	0,698
SI	0,984	0,984	0,985	0,804
PIN	0,946	0,952	0,952	0,791

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Based on the results of the discriminant validity analysis through the average variance indicator extracted showed that the entire variable has an AVE value > 0.5 so the whole variable belongs to validity. This is because the transformational leadership variable has an AVE value of 0.780, self-efficacy has a AVE of 0.668, and the teacher's creativity has an AVE of 0.628. Then from the calculation of composite reliability and cronbach's Alpha on table 1 shows that all variables for composit reliability have values above 0.70 and all variable for cronbach's Alpha has values over 0.60.

TABEL 2. NILAI R-SQUARE

	R Square	Model Prediksi
CR	0,196	Model lemah
EF	0,041	Model lemah

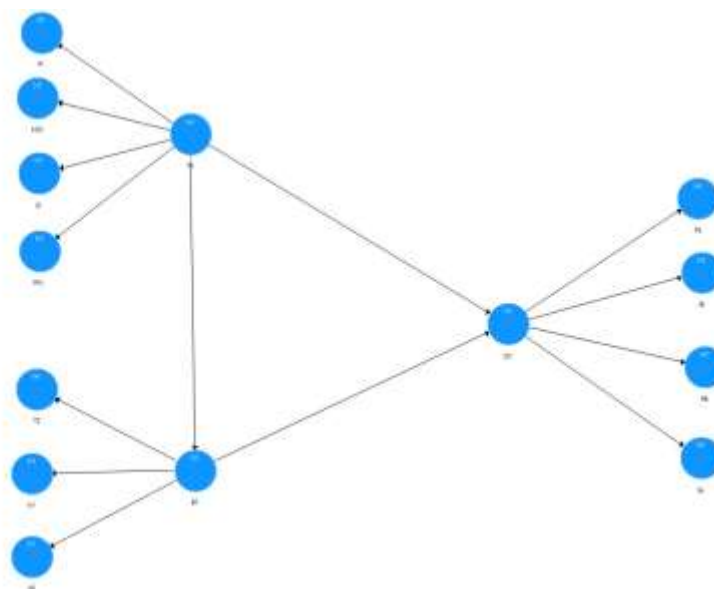


Figure 1. Inner model

There are three categories in the grouping of R-square values. First, if the *R-Square* value of 0.75 is in the strong category, secondly, if R- Square's value of 0,50, then in the moderate category and thirdly, when the *R -square* of 0.25 are in the weak category. (Hair et al., 2021). Based on the calculations through *SmartPLS* in table 2, it can be described that the teacher's creativity variable (CR) has a R-square value of 0.196, which indicates that the variability ability that can be explained by the flexibility variable, the ability to generate new ideas, the openness to new experiences, and the capacity to develop ideas towards the creative variable of the teacher of 19.6% belongs to the weak category. While the *R-Square* value for the difficulty-level variable, the strength of belief and generality to the self-efficacy variable (EF) is 0.041 or 4.1% included in the weak category.

TABEL 3. NILAI GOODNESS OF FIT

	Saturated Model	Estimated Model
SRMR	0,072	0,090

Based on table 3, the SRMR value is known < 0.10 . In the *Goodness of Fit* test where the goodness of fit value can be seen from the S.R.M.R with the criterion of good SRMR (Model Fit) is > 0.10 , so the results of the study can be concluded that the model used in this study is already fit.

TABEL 3. NILAI F SQUARE (EFFECT SIZE)

	CR	EF	TR
CR			
EF	0,039		

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TR	0,162	0,043	
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The *F-Square* test criterion is that if the value of $f^2 > 0.02$ then categorized has a minor effect, $f^2 > 0.15$ has a moderate/medium effect, and if $f^2 > 0.35$ is stated has a strong effect. (Hair et al., 2021). Based on the calculations shown in table 3, it can be described that the self-efficacy variable (EF) to teacher creativity (CR) has a value of F-Square (f^2) 0.039, which indicates a small effect of the exogenous variable on the endogeneous. The transformational leadership variabel (TR) on the teacher's creativity has the value of $f^2 = 0.162$, which shows a moderate effect of an exogenic variable upon the endogenic. The transformational leadership variable (TR) to self-efficacy (EF) has a value of $f^2 = 0,043$, so it has a small effect of the exogenous variable against the exogenic.

TABEL 4. NILAI PATH COEFFICIENTS (INDIRECT EFFECT)

	Specific Indirect Effects	P Values
TR -> EF -> CR	0,036	0,053

The indirect influence is determined by the following criterion, if the P-Values value is > 0.05 , then it is significant, which means that the variable is mediating, or the effect is indirect, but if the p-values value is < 0.05 , it is non-significant, meaning that the Variable is not mediated, so the impact is direct. Based on the results of the calculation indirect effects can be seen in table 4 with Indirect Effects value on TR \rightarrow EF \rightarrow CR is 0,036, and P-Values value 0,053 $> 0,05$ or greater than 0,05, so it can be concluded that the influence is direct (not significant), then self-efficacy does not mediate transformational leadership influence on teacher creativity.

CONCLUSIONS

Based on the results of the research shows an interesting finding about the relationship between transformational leadership and teacher creativity, by finding that self-efficacy does not mediate the relationship. Although self-efficacy does not mediate the influence of transformational leadership on teacher creativity, there is still the possibility that there are other variables that affect the relationship, such as intrinsic motivation, organizational support, or school culture..

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