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Original Article

Modeling Strengthening Teacher Creativity

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Abstract: *Teachers are an essential component of the management aspect in educational institutions. It is impossible to separate the execution of a teacher's primary responsibilities from their capacity to acquire the knowledge, abilities, and attitudes necessary to fulfill their responsibilities as a professional educator. High-creativity educators constantly use knowledge and innovative teaching strategies to make learning activities engaging. To increase the efficacy of the learning process, innovative educators are urged to develop new learning materials and employ various teaching strategies. This study aims to develop a mathematical model and a constellation model of variable influence that will help teachers become more creative. At the quantitative research step, a research hypothesis is created from this model and tested through route analysis. Interviewing informants deemed capable of giving the anticipated responses was the first step in the study. The next step is to reduce, modify, display, analyze, and derive conclusions from the data. From October to December 2023, the study was conducted at a private vocational school in the Bogor district. Emotional intelligence, professional competence, empowerment, organizational support, interpersonal communication, service leadership, job satisfaction, and work motivation are among the variables that emerged from the research and are believed to have a positive and significant impact on teacher creativity.*

Keywords: *Teacher Creativity, The Configuration Model of Influence Between Variables, Statistical Mathematical Model.*

I. INTRODUCTION

The field of education is impacted by the Fourth Industrial Revolution. It is impossible to separate the advancement of technology and the flow of information from using digital technology in the learning process, task completion, and teacher competency building. Teachers at the forefront of education must be prepared to adjust and change in response to these problems. No advanced equipment will ever fully replace the teacher's role because it is educators' responsibility to mold the nation's youth into well-mannered, tolerant, and morally upright individuals. Teachers can also foster social empathy, build imagination and creativity, and strengthen the spirit of national unity and integrity.

Law Number 20 of 2003 [1] concerning the National Education System Article 15 states that vocational education aims to prepare students, especially to work in certain fields. In order to achieve this goal, the vocational education process must equip students with competencies that are appropriate to developments in the world of work. Therefore, the main indicator of vocational school success is how many graduates are absorbed into the world of work according to their field of expertise. One important component of the success of vocational education in vocational schools is the role of vocational subject teachers. The importance of vocational subject teachers can be seen from the dynamic aspects of the curriculum and learning. The importance of aligning the school curriculum with the development of competencies in the world of work gives teachers great autonomy to develop learning outcomes, learning objectives, scope of material, learning strategies and assessment.

High-creativity educators constantly use knowledge and innovative teaching strategies to make learning activities engaging. To increase the efficacy of the learning process, innovative educators are urged to develop new learning materials and employ various teaching strategies. High-creativity teachers don't hesitate to explore several approaches to help students grasp the subject. They have the guts to take on the obstacles, such as overcoming the constraints in their workplace and attempting to turn something less practical into an engaging educational resource. Teachers with high creativity always show high curiosity, strive to continuously develop insight and relevant knowledge that supports the effectiveness of learning, always try to find ways so that students can feel comfortable and look forward to the lesson the teacher will deliver, dare to do something new instead of focusing on a single learning style and using the same old teaching resources.

This project aims to develop a mathematical model and a constellation model of influence between factors to promote servant leadership. At the quantitative research step, a research hypothesis is created from this model and tested through route analysis.

A) Creativity Theory

A crucial component of uniqueness that is tailored to each industry is creativity, which may be defined as an activity or process. Authenticity or originality, mixed with the ability to solve issues or create something new, are key components of the

development of creativity. Novelty in the creative process will represent an individual's thoughts, imagination, and experience. In addition to being able to come up with fresh ideas intellectually, creative people also tackle problems thoroughly and have a creative outlook on life. They are driven to find innovative solutions to issues. However, the typical degree of originality may differ depending on the period and location. The primary factor in creativity is the attitude toward coming up with novel, unexpected, and captivating ideas; kids can learn this attitude.

According to Fugate, M. and A. Kinicki (2016) [2], creativity is the process of creating something original or novel. It was further mentioned that coming up with original ideas entails being different from those that already exist; these ideas can be expressed verbally (suggestions), through processes (methods), or through final products that benefit the environment (organization). Inner drive (intrinsic motivation), applying one's own skills and expertise, and taking pleasure in difficult tasks or problem-solving are the sources of the creative dimension.

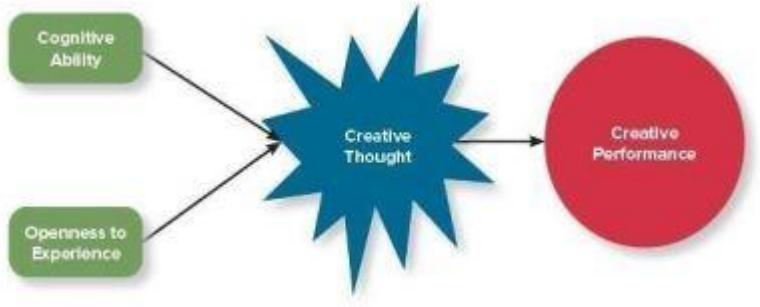
According to Kaufman, C.J. and Sternberg, J.R. (2019: 9) [3], Everyone has the potential to be creative. Creativity is needed in the changing times that are taking place continuously as the key to success in all areas of life. Creativity must be teachable. Therefore, creative teachers are needed to produce creative students, so they don't give up easily, are smart in thinking, and are open to new things.

According to Tierney, P. & Farmer, S. M. (2011) [4], a creative self-concept can also be considered a source of creativity. Self-efficacious people have an easier time expressing their thoughts. Three components make up one's self-concept: (1) beliefs, (2) perspective or perception, and (3) self-evaluation. The three components that make up the creative self-concept are (1) creative self-efficacy, (2) creative role identification, and (3) creative self-esteem.

Creativity is the capacity to understand the situation at hand and turn it into a novel concept, method, or end product. According to Kim, Min Kyeong et al. (2015), the four characteristics of creativity are (1) original thought, (2) innovative conduct, (3) independent thought, and (4) sociocultural. For their part, Anderson et al. (2014) [5] state that a stage of creativity begins with an idea-generation process. In the meantime, the innovation stage puts ideas into practice to create improved products and work processes. Affective, cognitive, and motivational factors are the components of creativity (Anderson et al., 2014).

According to Beghetto (2019) [6], there are three interrelated parts to creative teaching: (1) teaching with creativity, (2) teaching for creativity, and (3) teaching about creativity. The goal of creativity education is to increase understanding of both creativity and the field of creativity research. On the other hand, the goal of teaching for creativity is to encourage students' innovative thinking and action. Finally, creative education aims to impart knowledge in any subject in an original way.

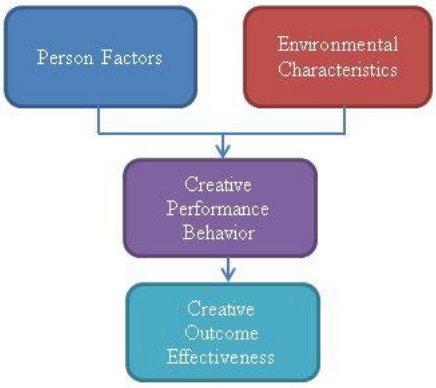
People who are receptive to new experiences tend to pick things up quickly, which is consistent with the teaching profession (Colquitt et al., 2019, pp. 276-277) [7]. The primary forces behind creative thinking, which in turn influences creative performance, are intelligence, receptivity to new ideas, and cognitive capacity. New ideas and methods for solving problems or proposing novel technologies that can enhance performance at work will be generated via creative thinking. Therefore, it can be said that creative behavior is an activity that focuses on coming up with fresh, practical concepts and solutions.



Gambar 1. ***Openness to Experience and Creativity***
(Colquitt dkk.2019, hlm. 277)

Meanwhile, according to Kinicki and Fugate (2016, pp. 394-395) [8], creativity is the process of generating new and useful ideas in the form of products, services, processes and procedures. It is further explained that the effectiveness of creativity is defined as the novelty and shared usefulness (quality) of a product or service that other people can assess. In Figure 2 below, it is explained that personality factors and environmental characteristics greatly influence creative behavior

(create performance behavior). Personality factors that encourage a person's creativity are motivation and knowledge relevant to their field. In other words, someone needs to be motivated to apply the knowledge and abilities they have to create new ideas, new products, and solutions to all kinds of problems.



Gambar 2. Model Kreativitas
Kinicki and Fugate (2016, hlm. 394).

According to Kinicki and Fugate, creativity is the process of applying one's imagination and abilities to create novel or distinctive goods, methods, ideas, or products. There are four creative performance behaviors that can be used to increase a person's creativity, namely: (1) formulating or defining problems; (2) preparation or gathering of information; (3) generating ideas; and (4) evaluation or validation of ideas.

Sawyer (2012: 15-16) [9], in his book Explaining Creativity: The Science of Human Innovation, explains that the concept of creativity based on rationalism is a belief resulting from a conscious, considered, intelligent and rational mind. Creativity does not appear suddenly; instead, creativity is a conscious effort and hard work. Creativity is a unique expression of some individual's inner strength. Creativity is a tool for the creator to communicate and convey his intentions through a work.

In the journal, Anderson and Krathwohl Bloom's Taxonomy Revised (Wilson, 2016) revised the findings of Benjamin S. Bloom who identified the cognitive domain in the taxonomy of educational objectives, which consists of the stages of knowledge, understanding, application, analysis, synthesis and evaluation; which was then revised into the creation stage in the synthesis section and placed at the top of the cognitive domain diagram, this is because the process of creating or working (creativity) is the most difficult mental function because it requires the user to put cognitive elements together and synthesize them into something new and different. So creativity is the highest order of thinking needed in a learning environment to achieve the final goal.

From the description of creativity theories above, a synthesis of the conceptual definition of creativity is the behavior of individuals within their organizations to formulate new ideas, thoughts, concepts, products, services or methods that aim to solve problems and develop certain fields so as to provide benefits to achieve success organization.

By choosing indicators based on the knowledge that a person's creativity will emerge if they are accustomed to creative behavior, which includes the following traits: (1) having confidence and the tendency to solve problems independently (Colquitt et al., 2019; Gibson et al., 2012); (2) being used to observing and studying a variety of complex things (Kreitner and Kinicki, 2010; James, M.A, 2015); (3) being receptive to the ideas, experiences, and new things of others (Colquitt et al., 2019; Kinicki and Fugate, 2016); (4) possessing cognitive abilities and intelligent, rational, divergent, and logical thinking patterns (Colquitt et al., 2019; Sternberg & Grigorenko, 2001; Mc Shane & Von Glinow, 2018; Kinicki and Fugate, 2016); (5) tenacity in solving issues and coming up with fresh concepts (Colquitt et al., 2019; James, M.A., 2015; Sawyer, 2012); and (6) uniqueness in creating something novel and distinctive (Hennessey and Amabile, 2010; Sternberg, 2006; Loveless, 2006; Sawyer, 2012). Accordingly, the following indicators were selected: 1. Habit: Behavior patterns used to solve issues; 2. Interest: The act of showing interest in complicated subjects. 3. Openness: The ability to be receptive to novel notions and ideas; 4. Smart: Behaving astutely while seeking chances; 5. Persistent: Behaving tirelessly when making an effort. 6. Unique: creativity in creating something novel or distinct.

Based on the conceptual definition above, an operational definition of Teacher Creativity can be built as teacher behavior in schools which is assessed by the teacher himself regarding his efforts in formulating new ideas, thoughts, concepts, products, services or methods aimed at solving problems and developing the field of education and education. Teaching so that

it provides benefits for achieving educational success, which is measured using an instrument in the form of a questionnaire with indicators: (1) Habit: Behavioral habits in solving problems; (2) Interest: Behavior that is interested in complex things; (3) Openness: Open behavior in accepting new ideas and thoughts; (4) Smart: Acting cleverly in looking for opportunities; (5) Persistent: Acting persistently in trying; (6) Original: originality in developing something new or different.

B) Modelling Theory

Using system modeling, operations research is a popular technique for studying and optimizing systems. According to Hardhienata, S. (2017) [10], operations research is the use of scientific techniques to identify the best choices and solutions for a problem while accounting for available resources and constraints. The aforementioned difficulties are often analyzed and solved through the use of modeling and optimization. A lot of analysis and problem-solving in the field of educational management is done with statistical models.

An equation created from a conceptual framework to explain the relationship or influence between the independent and dependent variables is called a statistical model. The majority of management studies that include statistical models, particularly those in the field of educational management, end with the conclusion that the variables under investigation have a positive link or influence on one another. This results in the research conclusions being only statistical conclusions and resulting in the suggestions being only normative in nature.

II. METHODS

This study employs the tallymark/turus analysis method to identify the factors that positively and significantly impact enhancing teacher creativity. The following are the steps that Setyaningsih, S. and Hardhienata, S. (2019) [11] describe in developing a study hypothesis:

1. At the research locus, preliminary research or an initial survey is conducted to ascertain whether the theme under investigation is in good condition or still requires improvement. This indicates that either the Sein data is not yet in line with the Sollen data or there is still a discrepancy between expectations and reality.
2. Good responses regarding variables that have a positive and dominant influence on the primary research variables can be obtained by exploring the research locus through interviews with competent informants. Proceed to investigate variables that positively and significantly impact other variables that positively affect the primary variable.
3. Data Reduction and Data Codification.
   a. Data reduction is a form of analysis that sharpens, categorizes, directs, removes what is not necessary, and organizes data in such a way that the final variables can be found and verified.
   b. Data codification is the process of simplifying interview data by coding the data obtained. Codification is the process of assigning symbols to each existing data. The main goal of codification is to make data concise.
4. The Tally Mark/Turus Method is used to analyze data in order to identify variables that have a positive and dominant impact on the primary variable as well as variables that positively affect other variables that positively influence the main variable.
5. Preparation of research variable configurations.
6. Using variables that have a strong and positive influence on the variables that influence the variables that are influenced, researchers create constellations.
7. Expert assessment of the research variable constellation.
8. The importance of the relationship between variables discovered by researchers is evaluated by experts at the following levels: irrelevant, less relevant, quite relevant, relevant, and highly relevant.
   Three categories comprise this expert assessment's ultimate results:
   a. It can be continued without revision.
      If the expert assessment given to the category can be continued without revision, then the researcher can continue to the next stage.
   b. It can be continued with revisions.
      If an expert assessment is given to a category, it can be continued with revision, and then the researcher improves the constellation of research variables that have been prepared. Improvements to variable constellations that have been corrected are reassessed by experts.
   c. It cannot continue
      The researcher must conduct the interview again in order to identify additional factors if the expert evaluation falls into the category that it cannot be continued.
9. Preparation of statistical mathematical models based on the influence between variables with confirmation of expert assessments.
10. A research hypothesis is based on a conceptual framework or configuration of study variables that has been validated by an expert. Figure 3 below depicts the procedures outlined above:

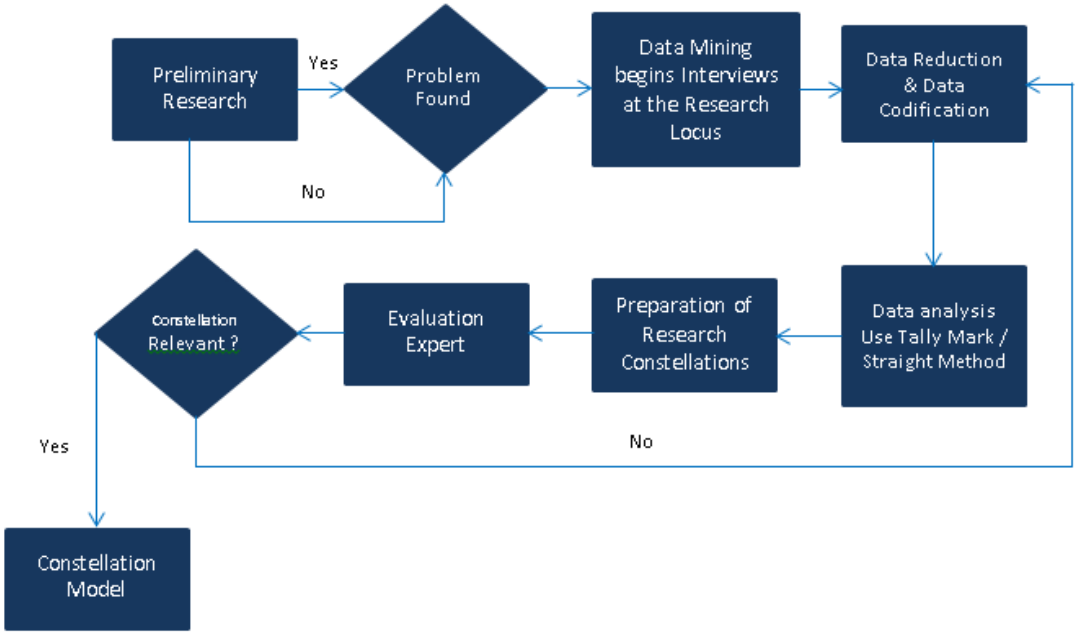


Figure 3. Model Creation Stages

III. RESULT AND DISCUSSION

A) Collection Of Research Data

16 school principals who served as study informants were interviewed in order to gather research data. The researcher felt that the data collected from the 16 informants was saturated thus, data processing was done. Data reduction, data codification, and data display were subsequently performed on the gathered data, with the outcomes displayed in Table 2.

Table 2. Recapitulation of variables mentioned by resource persons

The so-called factors by the informant	Tally Mark/Turus	Sum	Percentage (%)
Emotional Intelligence	Ee𝍸	12	12/16 x 100% = 75%
Social Intelligence	𝍸a𝍸a	4	4/16 x 100% = 25%
Professional Competency	eE	10	10/16 x 100% = 62,5%
Pedagogical Competence	Ea	6	6/16 x 100% = 37,5%
Empowerment	eaa𝍸	8	8/16 x 100%= 50%
Assignment	ea	6	6/16 x 100% = 37,5%
Responsibility	𝍸𝍸	2	2/16 x 100% = 12,5%
Organizational Support	ee	10	10/16 x 100% = 62,5%
Facilities and infrastructure	ea	6	6/16 x 100% = 37,5%
Interpersonal Communication	eea	11	11/16 x 100% = 68,75%
Abilities	e	5	5/16 x 100% = 31,25%
Servant Leadership	ee	10	10/16 x 100% = 62,5%
Transformational leadership	ea	6	6/16 x 100% = 37,5%

The following arrangement of the constellation is possible based on the findings of the tallymark/turus analysis:

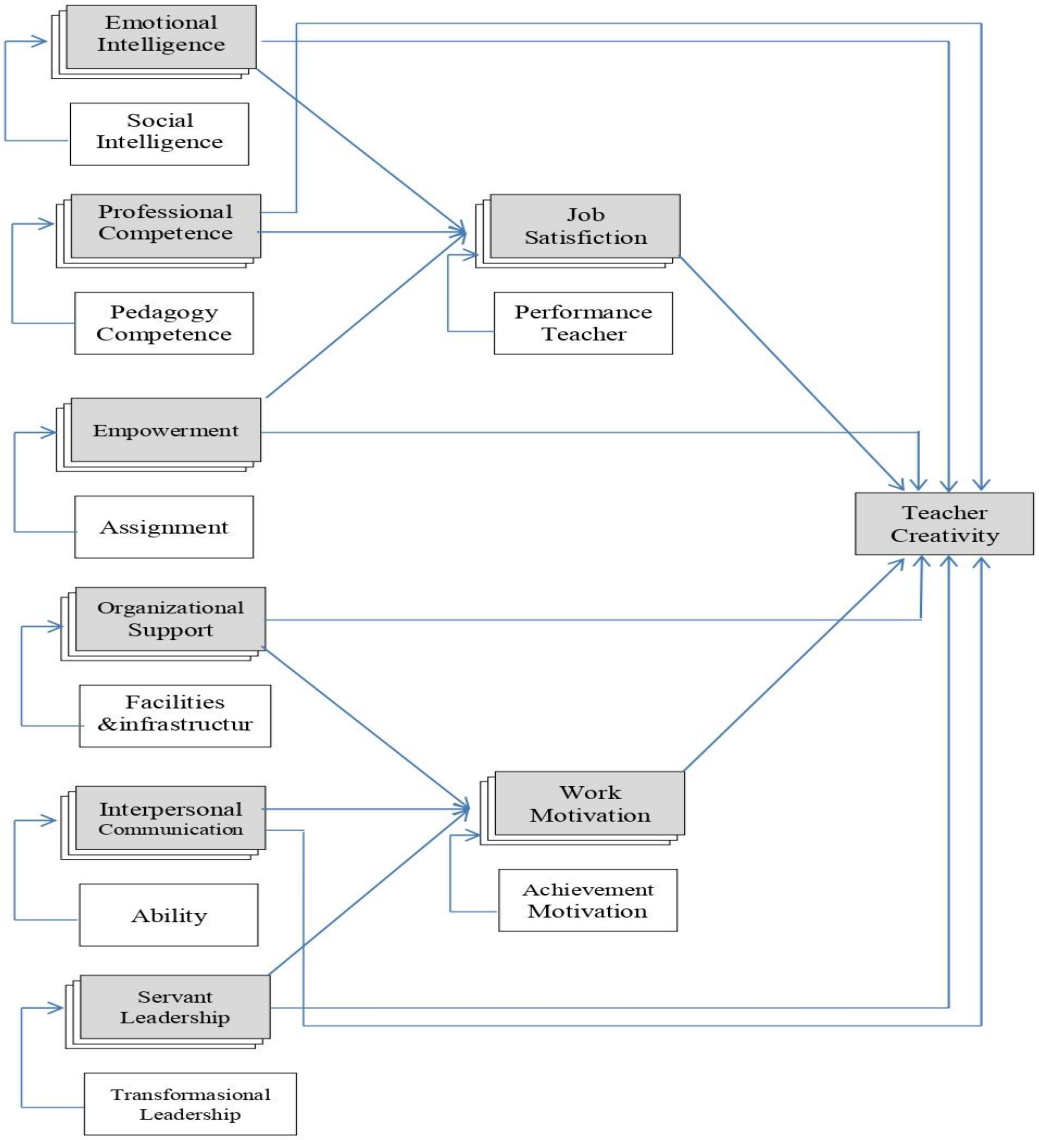


Figure 4. Variables obtained from interviews with informants

B) Determining Intervening Variables

Variables that serve as a bridge between exogenous and endogenous variables are known as intervening variables (between variables). If the indirect influence is more or more potent than the direct influence, these intermediary variables are considered effective. [12] (Sugiyono, 2017). Work motivation and organizational commitment were identified as intervening variables in this study. Following the triangulation of the data by expert confirmation, the researcher identified the intermediate variables.

At the levels of not relevant (TR), less relevant (KR), very relevant (CR), relevant (R), and very relevant (SR), experts evaluate the significance of the relationship between variables discovered by researchers. Three categories comprise the final outcomes of this expert evaluation, specifically: 1) Can proceed without editing. The researcher can proceed to step two if the category's expert evaluation can be carried out without alteration can be carried on with changes. When a category receives an expert evaluation, it can be revised further, allowing the researcher to enhance the prepared constellation of research variables. Repairing variable constellations that have been fixed and reevaluated by professionals, and 3) Unable to proceed. In order to identify new variables, the researcher must conduct the interview again if the expert assessment falls into the category that it cannot be continued. The findings from the expert evaluation are displayed in Tables 3 and 4.

Table 2. Expert Assessment 1

No	Influencing variables	Influenced variables	Evaluation				
			TR	KR	CR	R	SR
1.	Emotional Intelligence	Teacher Creativity	-	-	-	-	√
2.	Professional Competency	Teacher Creativity	-	-	-	-	√
3.	Empowerment	Teacher Creativity	-	-	-	√	-
4.	Emotional Intelligence	Job satisfaction	-	-	√	-	-
5.	Professional Competency	Job satisfaction	-	-	-	√	-
6.	Empowerment	Job satisfaction	-	-	-	√	-
7.	Organizational Support	Teacher Creativity	-	-	-	√	-
8.	Interpersonal Communication	Teacher Creativity	-	-	-	√	-
9.	Servant Leadership	Teacher Creativity	-	-	-	-	√
10.	Organizational Support	Work motivation	-	-	-	-	√
11.	Interpersonal Communication	Work motivation	-	-	-	√	-
12.	Servant Leadership	Work motivation	-	-	√	-	-

Table 3. Expert Assessment 2

No	Influencing variables	Influenced variables	Evaluation				
			TR	KR	CR	R	SR
1.	Emotional Intelligence	Teacher Creativity	-	-	-	√	-
2.	Professional Competency	Teacher Creativity	-	-	-	√	-
3.	Empowerment	Teacher Creativity	-	-	-	-	√
4.	Emotional Intelligence	Job satisfaction	-	-	-	-	√
5.	Professional Competency	Job satisfaction	-	-	-	-	√
6.	Empowerment	Job satisfaction	-	-	-	√	-
7.	Organizational Support	Teacher Creativity	-	-	-	√	-
8.	Interpersonal Communication	Teacher Creativity	-	-	-	√	-
9.	Servant Leadership	Teacher Creativity	-	-	-	-	√
10.	Organizational Support	Work motivation	-	-	-	-	√
11.	Interpersonal Communication	Work motivation	-	-	-	-	√
12.	Servant Leadership	Work motivation	-	-	-	√	-

C) Determining Research Constellations

Based on the results of interviews and expert triangulation, a constellation can be compiled. The structure formed is Emotional Intelligence (X_1), Professional Competence (X_2), Empowerment (X_3), Organizational Support (X_4), Interpersonal Communication (X_5) and Servant Leadership (X_6) which are designated as exogenous variables. Job Satisfaction (Y_1) and Work Motivation (Y_2) are intervening variables, and Teacher Creativity (Z) is an endogenous variable. The influence of the path as a whole by combining the results of the analysis on each substructure can be described as follows:

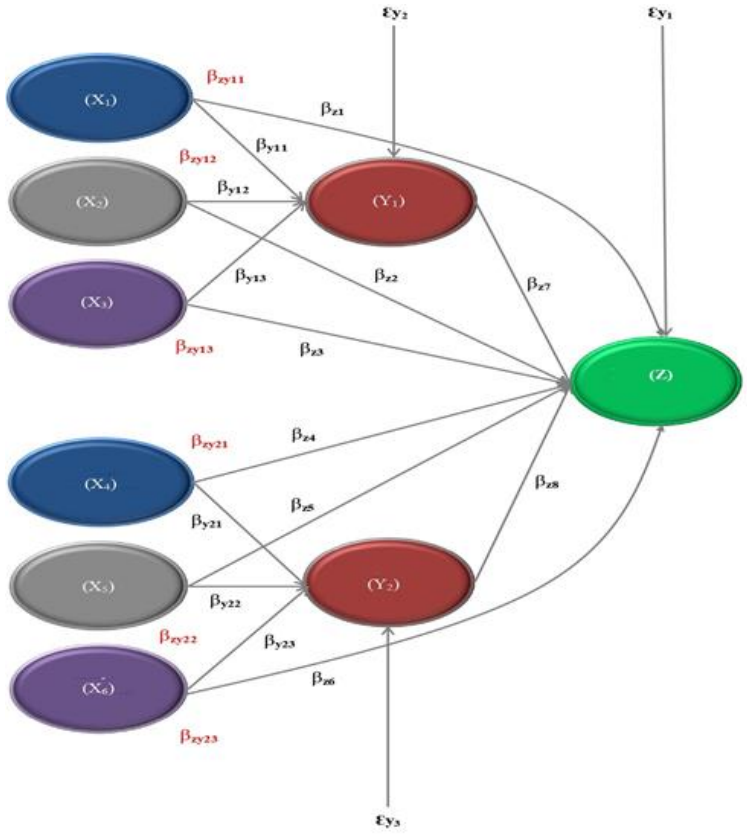


Figure 5. Constellation of influences between variables in strengthening teacher creativity

βz1 = Path coefficient of the direct influence of Emotional Intelligence (X1) on Teacher Creativity (Z).
βz2 = Path coefficient of the direct influence of Professional Competence (X2) on Teacher Creativity (Z).
βz3 = Path coefficient of the direct influence of Empowerment (X3) on Teacher Creativity (Z).
βz4 = Path coefficient of direct influence of Organizational Support (X4) on Teacher Creativity (Z).
βz5 = Path coefficient of the direct influence of Interpersonal Communication (X5) on Teacher Creativity (Z).
βz6 = Path coefficient of the direct influence of Servant Leadership (X6) on Teacher Creativity (Z).
βz7 = Path coefficient of the direct influence of Job Satisfaction (Y1) on Teacher Creativity (Z).
βz8 = Path coefficient of direct influence of Work Motivation (Y2) on Teacher Creativity (Z).
βzy11 = Path coefficient of the indirect influence of Emotional Intelligence (X1) on Teacher Creativity (Z).
βzy12 = Path coefficient of the indirect influence of Professional Competence (X2) on Teacher Creativity (Z).
βzy13 = Path coefficient of the indirect influence of Empowerment (X3) on Teacher Creativity (Z).
βzy21 = Path coefficient of the indirect influence of Organizational Support (X4) on Teacher Creativity (Z).
βzy21 = Path coefficient of the indirect influence of Interpersonal Communication (X5) on Teacher Creativity (Z).
βzy21 = Path coefficient of the indirect influence of Servant Leadership (X6) on Teacher Creativity (Z).

D) Statistical Mathematical Models

A statistical mathematical model is created as follows, based on the constellation of influences between variables:

a. Substructural Equation 1

$$\hat{y} = \beta z_1 X_1 + \beta z_2 X_2 + \beta z_3 X_3 + \beta z_4 X_4 + \beta z_5 X_5 + \beta z_6 X_5 + \beta z_7 Y_1 + \beta z_8 Y_2 + \varepsilon_y$$

b. Substructural Equation 2

$$\hat{y} = \beta_{y11} Y_1 + \beta_{y12} Y_1 + \beta_{y13} Y_1 + \varepsilon y_1$$

c. Substructural Equation 3

$$\hat{y} = \beta_{y21} Y_2 + \beta_{y22} Y_2 + \beta_{y23} Y_2 + \varepsilon y_2$$

IV. CONCLUSION

The model for enhancing teacher creativity is impacted by endogenous variables: Emotional Intelligence, Professional Competence, Empowerment, Organizational Support, Interpersonal Communication, and Servant Leadership, according to the discussion of the research findings previously mentioned. Meanwhile, work motivation and job satisfaction were identified as the intervening variables.

Acknowledgements

Thank you to those who have helped in this research. Hopefully, this research will be useful to the community.

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