

Driving Teacher Creativity through Self Efficacy and Organizational Climate

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Abstract—Teacher creativity is very important to improve the quality of graduates. Two important things that can accelerate the level of teacher creativity are self-efficacy and organizational climate. The purpose of this study is to explore how self-efficacy and organizational climate can encourage teacher to be more creative. The study population was 155 teachers of Vocational High School and the number of sample was 112 teachers taken by proportional random sampling. The data analysis technique used a sequential explanatory mix method. The result concludes that self-efficacy, organizational climate contributes in increasing teacher creativity.

Keywords—teachers creativity; self efficacy; organizational climate

I. INTRODUCTION

In The 2015 Global Creativity Index, which was examined by Richard Florida et al., It is known that Indonesia's position in education is measured from 3T (Technology, Talent, Tolerance) and Indonesia ranks 67th out of 139 countries. The findings of the research criticize that Indonesia should improve the quality of education better. The phenomenon of low creativity also occurs in Bogor regency. Agalib, the head of the education service and supervision regional 1 in Bogor, West Java, said that the low creativity was caused by the old technique of teachers' teaching [1]. He also identified that the creativity the Vocational Schools teachers in Bogor regency was still low. The low level of creativity in this nation implies the existence of things that are not right in the education process. The ideal education is actually not only to transfer the knowledge from teacher to student, but more than that education actually inspires students to bring creativity and imagination. One factor to improve the teacher creativity is the teacher's own personality which is commonly called personal efficacy namely the teacher's belief in the effectiveness of his own abilities in arousing the enthusiasm and activities of his students [2]. The concept of self-efficacy in increasing teacher creativity is related to which the teacher as an individual is able to have the potential and the tendency that is in him to be integrated into certain actions in overcoming situations that might be faced in the future.

A good school climate certainly cannot be separated from the overall of good organizational climate. Here are some variables that are identified as supporting creativity with the

application of phenomena that will be considered to be very necessary and can be categorized as the latest research and there is no previous seen from the method used in the constellation of the three variables, namely the variable of teacher creativity, self-efficacy variables, and organizational climate.

The purpose of this study was to describe the relationship between self- efficacy and teacher creativity, emphasizing the relationship between organizational climate and the creativity of the teacher. It showed the relationship between self-efficacy and organizational climate together with teacher creativity.

Creative is divided into three components, namely technical expertise, creative thinking capital that makes the individual become a person who is easy to adjust in solving problems and internal motivation [3]. Clegg and Birch state that creativity is a general term that is interconnected and can be divided into three, namely: first artistic creativity which is generally owned naturally such as writing books, painting, and changing music [4]. The second discovery of creativity is the birth of a new concept of product, and the third method that is no less important in creativity is the creativity of humor, which is special because it views the world from a different perspective. These three types of creativity are one unit that is needed by someone who wants to improve their life experience. Slameto also argues that creativity is very much related to something that is found or develops that already exists, whether it is action or behavior [5]. Colquitt suggests that creativity is new ideas that are used in working to solve problems and carry out innovative actions [6].

Based on the theories that have been stated above, it can be synthesized that teacher creativity is the teacher's ability to generate new ideas or ways of solving problems that are used in his professional activities. The indicators of teacher creativity are: (a) interested in something that is creative, (b) rich in new ideas, (c) confidence, (d) being open, (e) able to solve problems.

Meanwhile, self-efficacy was first introduced by Bandura stating that self-efficacy is the belief in the ability of a person to organize and take actions needed to deal with and overcome certain situations that will be faced and affect how someone thinks, feels and motivates him [7]. According to Glinov and Shane Self-efficacy refers to someone that he is able to do the

task for which he is responsible [8]. Assessment in self-efficacy focuses on the abilities shown to do an activity rather than his personality.

From the above opinions raised by experts, it can be synthesized that the meaning of self-efficacy in this study is one's belief in the ability that exists in him to do all the tasks that are his responsibility with high commitment. The indicators are: (a) self-confidence, (b) ready to work in teams, (c) focus on work (d) have the nature of going forward (f) to survive in the face of difficult situations.

Davis and Newstrom state that the organizational climate is the environment in an organization where people carry out their organizational tasks [9]. Stinger argues that the organizational climate is a collection of environmental patterns that determine motivation [10]. According to Wirawan, the organizational climate is the perception of members of the organization both individually and in groups that are constantly associated with the organization and occur in work routines [11]. Stringer also argues that organizational climate is influenced by the following factors [12]: (a) The external environment which has the same industry or business will have the same general organizational climate, (b) organizational strategy that is the performance of an organization depends on what is done and the energy possessed by the employee to carry out the work, (c) organizational arrangements have a strong influence on the organizational climate, (d) the strength history, namely the older age of the organization, the stronger influence of its historical strength, (e) leadership that encourages behavior of the employee motivation so that their performances increases.

Based on the above opinion, it can be synthesized that the organizational climate in this study is the perception of members in the work environment that they feel and give effect to work motivation. The indicators are (a) member perception, (b) work motivation, (c) communication between organizational members (d) organizational rules, (e) implementation of management systems, (f) management support.

II. METHOD

The research was conducted in Private Vocational School in Management in Tajur Halang sub-district, Bogor Regency. The unit of analysis is the Non-Civil Servant Teacher of Tajur Halang District, Bogor Regency. This study uses a combination method or a combination of quantitative and qualitative methods that are used together. The implementation of this study was preceded by a preliminary study in the form of a questionnaire to 30 Non-Civil Servant Teacher within the Private Vocational School in the management department of Tajur Halang sub-district, Bogor regency which was assessed by reviewing data relating to indicators about the teacher's creativity variable.

The target of this qualitative research was taken based on the school with the upper, middle, and lower creativity values. This value was obtained from the quantitative research conducted previously as follows: Vocational High School (upper), Vocational High School Ar Rahmadiyah (middle) and Vocational High School Mutiara Bangsa (lower). Qualitative

data collection techniques in this study were carried out in phased ways, namely through observation, in-depth interviews, key informants and Focus Group Discussions with the organizational actors under study. Qualitative data analysis is processed and carried out in two stages, namely analysis during the data collection process in the field and analysis after data collection.

III. RESULT

The relationship between Self-Efficacy and Creativity Teachers are Non- Private Civil Government in the management department of the Tajur Halang district in Bogor Regency. From the hypotheses that have been described above, there is a positive and significant functional relationship between self-efficacy and teacher creativity, as evidenced by the regression equation $Y = 38,488 + 0,750X_1$. From the results of the calculation of the correlation coefficient between self-efficacy and the creativity of the teacher, obtained the value of $r_{y1} = 0.416$, while the results of the correlation coefficient significance test obtained the value of t count = 15.53 which is greater than t table = 1.94 at a significance level of 0.05 and at a significance level 0.01 which is at table = 2.99. The calculation results obtained show that the self-efficacy variable has a significant correlation with teacher creativity. 0.416 correlation values indicate that there is a positive relationship between self-efficacy and teacher creativity. Self-efficacy variables contribute to teacher creativity, in this study can be seen from the coefficient of determination $r^2_{x1} = 0.378$, which means self-efficacy contributes 37.8% to the creativity of the teacher, while the remaining 62.2% is determined by other variables. This data shows that it can be said that an increase in self-efficacy activities will affect the increase in teacher's creative activities.

The relationship between Organizational Climate and Creativity Teachers are Non-Private Civil Government of Vocational Schools of the management department of the Tajur Halang district in Bogor Regency. From the results of the hypothesis, the data obtained shows that there is a very significant positive relationship between the organizational climate and the creativity of the teacher, this is evidenced by the regression equation $Y = 32.799 + 0.787X_2$. Based on the calculation of the correlation coefficient between the organizational climate and the creativity of the teacher, obtained the value of $r_{y2} = 0.309$, while the results of the significance test of the correlation coefficient obtained the value of t count = 12.672 which is greater than t table = 1.94 at a significance level of 0.05 and t table = 2.99 at a significance level of 0.01. From the test results show that organizational climate variables have a significant correlation with teacher creativity. The magnitude of the correlation value of 0.210 indicates that there is a positive relationship between organizational climate and teacher creativity. Self-efficacy variables contribute to teacher creativity, in this study can be seen from the coefficient of determination $r^2_{x2} = 0.210$, which means that the organizational climate contributes 21% to the creativity of teachers. The remaining 79% is determined by other variables.

Based on the results of this data it can be stated that an increase in organizational climate activity will affect the increase in teacher creativity.

The relationship between self-efficacy and organizational climate together with the creativity of teachers is not a civil servant in the Department of Management in the district of Tajur Halang, Bogor Regency. The hypothesis stated earlier that there is a significant positive relationship between organizational climate and teacher creativity, as evidenced by the regression equation $Y = 29.55 + 0.621X_1 + 0.373X_2$. In the regression equation shown with a constant value of 29.55, it shows that if there is no increase in self-efficacy and organizational climate, the variable value of teacher creativity is 29.55. From the calculation of the correlation coefficient between self-efficacy and organizational climate together with teacher creativity obtained the value of $r_{y12} = 0.890$. The results of the significance test of the correlation coefficient obtained by the value of $F_{count} = 28.68$ which is greater than $F_{table} = 3.080$ at the significance level of 0.05 and $F_{table} = 1.031$ at the significance level of 0.01. The calculation of the coefficient value of 0.890 shows the level of the very strong relationship between self-efficacy and organizational climate together with teacher creativity.

The data analysis shows that the contribution of the variables of self-efficacy and organizational climate together to the creativity of the teacher can be seen from the coefficient of determination at $r^2_{y12} = 0.793$. So that it can be said that self-efficacy and organizational climate together contribute to this research 79.3% of the teacher's creativity, while the remaining 20.7% is determined by the operation of other variables. It can be concluded that increasing the strength of self-efficacy and organizational climate together will affect the increase in teacher creativity.

IV. DISCUSSION

The research data and discussion presented in detail and obtained by the researcher based on the facts from the measurement results obtained from respondents as many as 112 non-civil servant status Private Vocational School teachers in the Tajur Halang sub-district were summarized in the table below:

TABLE I. VARIABLES RECAPITULATION DATA X_1 , X_2 AND Y

No.	Deskripsi	Y	X_1	X_2
1	Average	157	158	158
2	Median	156	161	158
3	Mode/appears frequently	156	167	168
4	Standard deviation	13	10	7
5	Varians	162	109	55
6	Range	73	53	28
7	Max Value	117	117	142
8	Min Value	190	170	170
9	Total	17594	17707	17687

The research conducted on 3 schools based on the creativity of their teachers who have high creativity (upper), middle and lower. The selection of these schools was taken from the teacher's creativity score obtained from the quantitative research, namely as follows Private Vocational Schools at

Taajir (upper), Satria Bangsa Vocational School (middle) and Mutiara Bangsa (lower) Private Vocational High School. The interviews obtained through FGDs from those schools mentioned above. There are indicators such a) interested in something that is creative, b) rich in new ideas, c) confidence, d) being open, e) able to solve problems this characterizes the existence of teachers who are creative in every school. While the self-efficacy variable is known to have indicators a) self-confidence, b) ready to work in teams, c) focus on work, d) have an attitude of wanting to go forward, e) survive in the face of difficult situations. This characterizes teacher self-efficacy in every school. For organizational climate variables, it is known that there are indicators a) member perception, b) motivation in work, c) communication between members of the organization, d) organizational rules, e) implementation of management systems and f) management support. This characterizes the existence of an organizational climate that supports organizational goals in every school.

Based on the results of the quantitative data obtained the average score results for all indicators are in the interval 4 to 5, and the highest average score is on the indicator of focus in work, meaning that someone who has high self-efficacy then he will have the tendency to work with a focus good. The explanation of someone who has high self-efficacy also generally has a strong self-confidence in the abilities that exist in him, this is in line with the assessment of the average score of the indicators examined that the self-confidence indicator is at the second highest score. In line with Gibson's opinion which describes the characteristics of someone who has high efficacy, it means that the average score of the variable self-efficacy in this study has a tendency for teacher behavior patterns in the object under study has high self-efficacy [13].

Quantitative data that is expanded and deepened with qualitative data shows that teacher self-efficacy in the population supports the teacher's creative behavior. The attitude of wanting to increase knowledge by looking for references to the latest technology shows the attitude of teachers who want to develop their careers and always want to move forward. Self-efficacy has a significant influence in stimulating various activities of the teacher's creativity to support his profession, so that the impact on the organization is that the organization needs to be committed to carrying out teacher self-efficacy activities that support the atmosphere and teaching and learning activities in schools.

In line with Mulling's opinion that the characteristics of a healthy organization are one of them is the integration of the same goals between members and the organization, this means that the organizational climate in the population under study shows the existence of a character from a healthy organization [14]. From the quantitative data that has been obtained through questionnaires distributed by respondents, the following are deepened and expanded with qualitative data. From the results obtained, it is shown that efforts to improve a healthy organizational climate continue to be carried out, for example, one of which is carried out by SMKS at Tajir which has an upper rating that the implementation of a project and its development and final results can be monitored by each school member as a counterweight to the implementation of the project done by management.

Based on the above explanation it can be stated that the organizational climate has a significant influence in stimulating various activities of teacher creativity, so the implication is that organizations need to commit to implementing organizational climate activities that support the atmosphere and learning activities of members of the organization. From the explanation given above, it can be concluded that there is a relationship between self-efficacy, organizational climate together with the creativity of the teacher so that the implications for increasing teacher creativity need to be pursued to increase self-efficacy and organizational climate conducive to schools. This is reinforced by qualitative research conducted that increasing the strength of self-efficacy and organizational climate together will influence the increase in teacher's creativity that is explained from the results of interviews and FGDs that are known that the school supports the teacher's plan program in the implementation of the teacher-made learning. Furthermore, it is also known from the results of the reduction of qualitative data found other variables that also affect the creativity of teachers, namely: 1) facilities and infrastructure, as a support of the convenience of going through teaching and learning activities 2) supporting facilities in the form of education both inside and outside the school obtained by the teacher is very influential in increasing teacher creativity 3) organizational culture that has taken root, especially negative organizational culture is one of the barriers to the teacher to creativity, 4) the leadership style carried out by the principal can be a motivation or the opposite of the emergence of teacher creative behavior, 5) achievement motivation within the teacher himself to support his career.

V. CONCLUSION

It can be concluded that there is a significant relationship between the variables of self-efficacy and teacher creativity, of which the increase of self-efficacy activity can rise teacher creativity. Also there is a significant relationship between organizational climate variables and teacher creativity. The increase in organizational climate activity can fuel teacher

creativity. A significant relationship between the variables of self-efficacy and organizational climate together with teacher's creativity was also discovered. An increase in self-efficacy activity together with an increase in effort of organizational climate can promote teacher creativity activities. There was a positive relationship between the dependent variable and the independent variable and the existence of a positive relationship between all variables in this study studied.

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