

## Strengthening Teamwork, Visionary Leadership and Self Effication in Efforts to Improve Teachers Creativity

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### ABSTRACT

Smartphone in the 21st century is a digitally enhanced device and interface carrying a compressed operating system of its own and This study aims to find strategies and ways to increase teacher creativity to be used as input and recommendations to related parties, namely the Principal and Teachers. This is done by examining the strength of the relationship between teacher creativity and teamwork, visionary leadership and self-efficacy. The research method used is a causal survey method with correlation techniques. The empirical data to be collected consists of three independent variables, namely teamwork (X1), visionary leadership (X2) and self-efficacy (X3) with the dependent variable, namely teacher creativity (Y). Data in the field were obtained using a measuring instrument (instrument) in the form of a questionnaire which was arranged based on the indicators contained in the research variables. Based on the research results of empirical studies using a correlational approach and SITOREM analysis through data processing, statistical calculations, hypothesis testing and discussion of research results followed by contribution analysis, indicator analysis, indicator weight analysis by experts and analysis of indicator classification determination, it can be concluded that things as follows: There is a positive and very significant relationship between teamwork and teacher creativity (ry1) of 0.756. Thus, the higher the teamwork, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between visionary leadership and teacher creativity (ry2) of 0.729. Thus, the higher the visionary leadership, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between self-efficacy and teacher creativity (ry3) of 0.772. Thus, the higher the self-efficacy, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between teamwork and visionary leadership together with teacher creativity. (ry12) of 0.820. Thus, the higher the teamwork and visionary leadership, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between teamwork and self-efficacy together with teacher creativity (ry13) of 0.849. Thus, the higher the teamwork and self-efficacy, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between visionary leadership and self-efficacy together with teacher creativity. (ry23) of 0.820. Thus the higher the visionary leadership and self-efficacy, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between teamwork, visionary leadership and self-efficacy together with teacher creativity (ry123) of 0.868. Thus, the higher the teamwork, visionary leadership, and self-efficacy, the higher the teacher's creativity is predicted.

### Keywords

teacher creativity ,teamwork, visionary leadership, self-efficacy

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### Introduction

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 continue to strive to realize this mandate through the development of higher quality education, among others through various development and improvement of curriculum and evaluation systems, improvement of educational infrastructure, development and procurement of teaching materials, as well as the implementation of education and training for teachers and other educators in order to improve the quality of human resources. As a guide who is at the forefront of success in learning, teachers are required to carry out quality learning for their students in a variety of ways, active, innovative, creative, effective, efficient and fun. Quality learning is highly dependent on student

motivation and teacher creativity. Highly motivated learning supported by teachers who are able to facilitate this motivation will lead to the successful achievement of learning targets. Learning targets can be measured through changes in student attitudes and behavior through the learning process. Good learning design, supported by adequate facilities, coupled with teacher creativity will make it easier for students to achieve learning targets. Teacher creativity is a term that is widely used, both in school and outside of school. In general, people associate creativity with creative products. In other words, creative products are important for assessing creativity. Creativity will be able to bring about a change from the old paradigm to a new paradigm in carrying out the learning process. Creative teachers can be measured by four indicators, namely: first, teacher behavior in developing ideas

or ideas and innovations on subjects to be conveyed by their students. Second, the teacher's behavior in applying the available technology is in accordance with the learning innovation media he delivers. Third, teacher behavior to create an active, innovative, creative, and fun learning atmosphere for students. Fourth, the teacher's behavior in utilizing the surrounding environment as a learning medium for the materials to be conveyed to students.

During this pandemic, everyone is required to carry out all activities at home. Even the government explicitly instructs working from home, learning from home, and worship from home, which actually the initial foundation for all of this is in Law no. 6 of 2018. Then added with the health quarantine which is then confirmed by PP No. 21 of 2020 and Permenkes 9 of 2020 concerning Large-Scale Social Restrictions (PSBB). Despite the current situation, Large-Scale Social Restrictions (PSBB) have been relaxed with the aim of integrally improving Indonesia's conditions from various aspects ranging from economic, political, cultural, defense and security aspects, including education. With such conditions education certainly changes drastically without exception. In the early days of the pandemic, educational institutions began to worry, but nowadays the online process is a new solution and adaptation for the world of education. Substantially, the infrastructure in each educational institution has changed by adding to the internet network and transforming it into a school that carries out the learning process online (online learning / online classroom).

Vocational High School (SMK) teachers throughout Bogor City still have less than optimal creativity, in fact they are still found in learning activities where the methods and tools used by teachers in delivering material are less creative, innovative and of less quality, especially in these conditions. . So that it seems ineffective and efficient, and tends to make students feel bored and bored in the learning process. The reality in the field of someone who is a teacher does not understand deeply and does not have creative behavior in the learning process at school, even though in various schools this creativity behavior already has. by several teachers. This is evident

from the initial research survey related to the creativity behavior of teachers in Vocational High Schools (SMK) with the status of Permanent Teachers in Bogor City. From the data from the pre-research survey conducted on 30 GTY teachers in private vocational high schools (SMK) in the city of Bogor. This distribution was carried out on 6 July - 11 July 2020. The following is from the initial survey of research related to the creativity of teachers in vocational schools with the status of Foundation Permanent Teachers in Bogor City. The results obtained are as follows. There are 33% of teachers who have not been maximal in the behavior of finding new ideas, namely in using a variety of methods and media when teaching distance learning, there are 47% of teachers who have not been maximal in their behavior.

The distance learning process is interesting, there are 36% of teachers who have not maximal in curiosity behavior, namely in finding solutions by asking questions when there are problems in the distance learning process, there are 40% of teachers who have not maximized on behavior Flexibility in change, namely in method adjustments and learning models that are in accordance with the subject matter and conditions of students during the COVID-19 pandemic, there are 33% of teachers who have not been maximal in problem solving behavior, namely in finding several alternative solutions to solve problems during distance learning, there are 30% of teachers who Not maximal in the behavior of Creating something new, namely in making learning media that they find themselves, There are 43% of teachers who have not maximized the behavior of Creating something new, namely in discussing through MGMP (subject teacher deliberation) to find creative learning methods, so if On average, there are 37% of teachers' creativity that has not been maximal in learning. Meanwhile, teachers who already have creativity in learning only reach 63%. Thus it can be said that Vocational High School (SMK) teachers who have the status of Foundation Permanent Teachers in Bogor City, still need to be improved in relation to teacher creativity. There are several possible factors related to the low creativity of teachers in Vocational High Schools (SMK) who are permanent teachers. Foundations in Bogor City,

such as organizational climate, teamwork, organizational culture, transformational leadership, visionary leadership, information technology literacy, emotional intelligence, self-efficacy and so on. To research and observe teacher creativity, the researcher considers the variables of teamwork, visionary leadership and self-efficacy to be interesting for further study.

This study aims to find strategies and ways to increase teacher creativity to be used as input and recommendations to related parties, namely the Principal and Teachers. This is done by examining the strength of the relationship between teacher creativity and teamwork, visionary leadership and self-efficacy in detail as follows: The strength of the relationship between teamwork and teacher creativity. The strength of the relationship between visionary leadership and teacher creativity The strength of the relationship between self-efficacy and teacher creativity, The strength of the relationship between teamwork and visionary leadership together with teacher creativity The strength of the relationship between visionary leadership and self-efficacy together with creativity. between teamwork and self-

efficacy together with teacher creativity. The strength of the relationship between teamwork, visionary leadership and self-efficacy together with teacher creativity.

### METHOD

The research method used is a causal survey method with correlation techniques. The empirical data to be collected consists of three independent variables, namely teamwork (X1), visionary leadership (X2) and self-efficacy (X3) with the dependent variable, namely teacher creativity (Y). Data in the field were obtained using a measuring instrument (instrument) in the form of a questionnaire which was arranged based on the indicators contained in the research variables. The primary data needed is data about teamwork, visionary leadership, self-efficacy and teacher creativity. The research will begin with the stage of making the instrument, then the stage of testing the instrument with statistical calculations. The next stage is validation of instruments and instrument reliability, followed by distributing instruments to respondents.

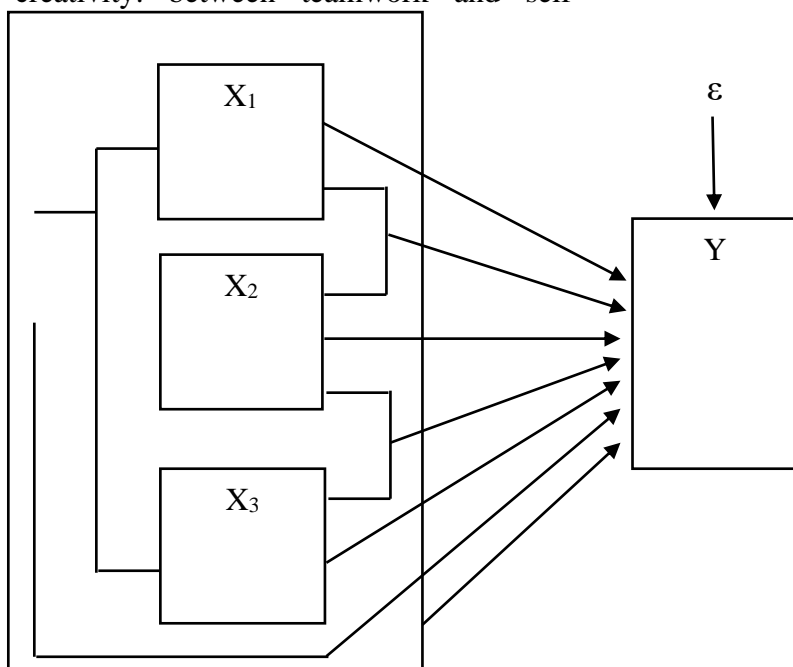


Figure 2: Constellation of the relationship between variables

Information :

Y = Teacher Creativity (bound variable)

X1 = Teamwork (free variable)

X2 = Visionary Leadership (independent variable)

X3 = Self Efficacy (free variable)

ε = Other factors

The study population was all Foundation Permanent Teachers in Vocational High Schools

(SMK) with an A-accredited status. Some of the reasons for choosing an A-accredited Vocational High School (SMK) as a research site were; a) The school has Permanent Foundation teachers, most of whom are certified educators b) All the main and supporting elements of Vocational High Schools (SMK) contained in 8 educational standards have been met to reach the National Education Standards (SNP) SMK and even exceed the SNP. the reasons above are expected that teachers can carry out their duties optimally and can utilize all learning resources so that they run creatively and innovatively. The total population in this study were 518 teachers spread across six districts. Using the Slovin formula, the total population of 518 teachers obtained a total sample size of  $225.7 = 226$ .

The data collection technique was carried out using a questionnaire which was developed through the indicators of each study. Measurement of questionnaire data using a rating scale (rating scale). The assessment scale is designed and developed through theoretical analysis to determine the validation of the construct based on the underlying theories and is concluded in the form of detailed indicators of teamwork variables, visionary leadership, self-efficacy and teacher creativity. The measurement technique uses the rating scale technique, with the arrangement in the form of statement items from each indicator in the research variable in the form of 5 levels of the respondent's attitude and behavior scale.

a. First Hypothesis

H1: there is a positive relationship between teamwork (X1) and teacher creativity (Y).

b. Second Hypothesis

H2: There is a positive relationship between visionary leadership (X2) and teacher creativity (Y).

c. Third Hypothesis

H3: There is a positive relationship between self-efficacy (X3) and teacher creativity (Y).

d. Fourth Hypothesis

H4: there is a positive relationship between teamwork (X1) and visionary leadership (X2) together with teacher creativity (Y)

e. Fifth Hypothesis

H5: there is a positive relationship between visionary leadership (X2) and self-efficacy (X3) together with teacher creativity (Y).

f. Sixth Hypothesis

H6: There is a positive relationship between teamwork (X1) and self-efficacy (X3) together with teacher creativity (Y).

g. Seventh Hypothesis

H7: There is a positive relationship between teamwork (X1), visionary leadership (X2) and self-efficacy (X3) together with teacher creativity (Y).

**RESULT AND DISCUSSION**

The description of the results of this study begins with the results of descriptive statistical analysis to describe the data of each variable followed by the prerequisite test results to determine the validity of the use of parametric statistics in hypothesis testing and inferential results to test the hypothesis. The data were obtained by measuring the variables of teacher creativity, teamwork, visionary leadership and self-efficacy. Based on the responses from respondents to the items of the variable instruments. The data was collected from a sample of 226 Permanent Foundation Teachers in Vocational High Schools (SMK) throughout the city of Bogor.

**Table 1: Summary of the Significance Test Analysis Persamaan Regresi**

No	Correlation	Regression	Significant			conclusion
			F <sub>value</sub>	F <sub>tabel</sub> 0,05	F <sub>tabel</sub> 0,01	
1	Y-X <sub>1</sub>	$\hat{Y} = 57,234 + 0,572X_1$	108,968	3,036	4,701	significant
2	Y-X <sub>2</sub>	$\hat{Y} = 59,566 + 0,532X_2$	88,536	3,036	4,701	significant
3	Y-X <sub>3</sub>	$\hat{Y} = 62,113 + 0,596 X_3$	123,166	3,036	4,701	significant
4	Y-X <sub>1, X2</sub>	$\hat{Y} = 19,395 + 0,440 X_1 + 0,379X_2$	92,499	2,645	3,871	significant

No	Correlation	Regression	Significant			conclusion
			F <sub>value</sub>	F <sub>tabel</sub> 0,05	F <sub>tabel</sub> 0,01	
5	Y-X <sub>1</sub> , X <sub>3</sub>	$\hat{Y} = 17,796 + 0,429X_1 + 0,463X_3$	121,274	2,645	3,871	significant
6	Y- X <sub>2</sub> . X <sub>3</sub>	$\hat{Y} = 28,986 + 0,345X_2 + 0,453X_3$	92,389	2,645	3,871	significant
7	Y-X <sub>1</sub> X <sub>2</sub> , X <sub>3</sub> ,	$\hat{Y} = 0,293 + 0,369X_1 + 0,247X_2 + 0,379X_3$	97,341	2,412	3,405	significant

**Table 2: Summary of the Correlation Significance Test Results**

No	Corr	Coef	Signifikansi korelasi			Conclusion
			T <sub>Value</sub>	t <sub>tabel</sub> 0,05	tt <sub>tabel</sub> 0,01	
1	Y-X <sub>1</sub>	r <sub>y1</sub> = 0,756	108,968	1,971	2,598	Ho is rejected, H1 is accepted. There is a positive relationship between teamwork and teacher creativity
2	Y-X <sub>2</sub>	r <sub>y2</sub> = 0,729	88,536	1,971	2,598	Ho is rejected, H1 is accepted. There is a positive relationship between visionary leadership and teacher creativity
3	Y-X <sub>3</sub>	r <sub>y3</sub> = 0,772	123,166	1,971	2,598	Ho is rejected, H1 is accepted. There is a positive relationship between self-efficacy and teacher creativity
4	Y-X <sub>1</sub> , X <sub>2</sub>	r <sub>y12</sub> = 0,820	92,499	1,971	2,598	Ho is rejected, H1 is accepted. There is a positive relationship between teamwork and visionary leadership and teacher creativity
5	Y-X <sub>1</sub> , X <sub>3</sub>	r <sub>y13</sub> = 0,849	121,274	1,971	2,598	Ho is rejected, H1 is accepted. There is a positive relationship between teamwork and self-efficacy with teacher creativity
6	Y- X <sub>2</sub> . X <sub>3</sub>	r <sub>y23</sub> = 0,820	92,389	1,971	2,598	Ho is rejected, H1 is accepted. There is a positive relationship between visionary leadership and self-efficacy with teacher creativity

No	Corr	Coef	Signifikansi korelasi			Conclusion
			T <sub>Value</sub>	t <sub>tabel</sub> 0,05	ttabel 0,01	
7	Y-X <sub>1</sub> X <sub>3</sub>	X <sub>2</sub> , r <sub>y123</sub> 0,868	= 97,341	1,971	2,598	Ho is rejected, H1 is accepted. There is a positive relationship between organizational culture, visionary leadership and self-efficacy with teacher creativity

Table 3: Summary of the Significance Test of Partial Correlation

N o	Correlati on	Independ ent	Coef	Sig Correlation			Conclusio n
				T <sub>value</sub>	T <sub>tabel</sub> 0,05	T <sub>tabel</sub> 0,01	
1	Y-X <sub>1</sub>	X <sub>2</sub>	r <sub>y12</sub>	0,487.	1,971	2,598	Significant
2	Y-X <sub>1</sub>	X <sub>3</sub>	r <sub>y13</sub>	0,508	1,971	2,598	Significant
3	Y-X <sub>2</sub>	X <sub>3</sub>	r <sub>y23</sub>	0,390	1,971	2,598	Significant
4	Y-X <sub>3</sub>	X <sub>1</sub>	r <sub>y31</sub>	0,537	1,971	2,598	Significant

**a. Teamwork Relationship with Teacher Creativity**

The results showed that there was a positive relationship between teamwork and teacher creativity. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between teamwork and teacher creativity (ry1) is 0.756 with a moderate level of relationship category. The probability value (sig 0,000 <0.01) then Ho is rejected, it can be concluded that the correlation coefficient is significant. Thus this study confirms that there is a very significant positive relationship between teamwork and teacher creativity. The diversity in teacher creativity related to teamwork is reflected in the coefficient of determination 0.572 or 57.2%, while the remaining 42.8% is influenced by other factors. The results of this study get the equation  $\hat{Y} = 57.234 + 0.572 X_1$  can be used to predict teacher creativity based on teamwork scores. This means that the equation can be predicted that every increase of 1 teamwork score will increase teacher creativity by 0.572 times at a constant of 57.234.

Cooperation between group members who have the goal of advancing the organization will have an emotional impact on the organization. When working, there is a bond of feeling between members in terms of supporting each other in

order to complete the task. Organizations that have a good teamwork culture will increase knowledge and enrich the ideas of members. In the team process, members of the group synergize with each other, communicate openly, and coordinate regularly, this will have an impact that members of the organization will be well connected so that problems in the organization will be easy to solve.

Teamwork is an activity that contributes to achieving organizational goals. Individuals will feel motivated and helped by organized teamwork. This is in line with the opinion of Aarnio, M, Nieminen, J, Pyörälä, E & Lindblom-Ylänne, S (2016: 199-208) giving the opinion that Teamwork is the activity of organizational members in collaborating well with each other and actively working. , which contains elements of trust, honesty, mutual trust, support, and responsibility in carrying out tasks to achieve common goals. Teamwork generates positive synergy through coordinated efforts. This means that the performance achieved by a team is better than the performance of individuals in an organization.

Thus this study supports previous research conducted by Martin Hoegl, K. Praveen Parboteeah (2007: pp. 117) on "Creativity in innovative projects: How teamwork matters". The results show that there is a positive and very

significant relationship between teamwork and one's creativity ( $r = 0.761$   $p < 0.05$ ). Research conducted by Ma Manilall Dhurup, Jhalukpreya Surujlal, Danny Mutamba Kabongo, entitled "Finding Synergistic Relationships in Teamwork, Organizational Commitment, and Job Satisfaction with creativity: A Case Study of Construction Organizations. in Developing Countries", in (2007). The results show that there is a positive and very significant relationship between teamwork and one's creativity ( $r = 0.601$   $p < 0.05$ ). The higher the level of teamwork, the higher the level of teacher creativity is predicted. Although the results of the correlation coefficient in previous studies with research conducted at this time were different, they both gave the same conclusion, namely that there was a significant positive relationship between teamwork and teacher creativity.

Based on the results of SITOREM, there is a relationship between teamwork and teacher creativity by looking at the weight of the score for each indicator on the teamwork variable, namely: indicators of good team communication get the highest weight from experts, namely (23%) with an average value of the indicator (4.0). Then the real goal (22%) with an average value of the indicator (4.3) ranks second. Furthermore, the indicator of active participation of members (21%) ranks third with the average value of the indicator (4.2), followed by the indicator of group cohesion (19%) with the average value of the indicator (3.8) (needs to be a priority for improvement) ranks fourth. Next, the constructive conflict management indicator (16%) with an average value of the indicator (4.2) ranks last. From the findings obtained in research through these two stages, it can be seen that teamwork is the activity of individuals in collaborating through intensive and specific coordinated activities which contain elements of trust, honesty, mutual support, and responsibility in carrying out tasks. and willing to contribute to the group.

### **Relationship between Visionary Leadership and Teacher Creativity**

The results showed that there was a positive relationship between visionary leadership and teacher creativity. Based on the results of research with hypothesis testing, it is known that the

correlation coefficient between visionary leadership and teacher creativity ( $r_{y2}$ ) is 0.729 with a moderate level of relationship category. The probability value ( $\text{sig } 0,000 < 0.01$ ) then  $H_0$  is rejected, it can be concluded that the correlation coefficient is significant. Thus this study confirms that there is a very significant positive relationship between visionary leadership and teacher creativity. The diversity in teacher creativity related to visionary leadership is reflected in the coefficient of determination 0.532 or 53.2%, while the remaining 46.8% is influenced by other factors. The results of this study get the equation  $\hat{Y} = 59.566 + 0.532 X_2$  which can be used to predict teacher creativity based on the visionary leadership score. This means that the equation can be predicted that every 1 increase in visionary leadership score will increase teacher creativity by 0.532 times at a constant of 59.566.

Thus this research supports previous research conducted by Hulya Gunduz Cekmecelioglu and Gonul Ozbag entitled "Leadership and Creativity: The Impact of Visionary Leadership on Individual Creativity", in (2016). The results showed that there was a positive and very significant relationship between visionary leadership and one's creativity ( $r = 0.64$   $p < 0.05$ ). The higher the level of visionary leadership, the higher the level of teacher creativity is predicted. Although the results of the correlation coefficient in previous research and research conducted at this time were different, they both gave the same conclusion, namely that there was a significant positive relationship between visionary leadership and teacher creativity.

From the findings obtained in the research through these two stages, it can be seen that visionary leadership is the act of a leader in creating, formulating, communicating, socializing and implementing ideal thoughts in carrying out organizational activities to achieve the organization's vision. So that the implementation planning, monitoring, and evaluation carried out are the manifestation of the organization's vision. Based on the exposure of this discussion, it can be stated that increasing teacher creativity can be done by strengthening or developing visionary leadership.

### **Relationship between Self Efficacy and Teacher Creativity**

The results showed that there was a positive relationship between self-efficacy and teacher creativity. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between self-efficacy and teacher creativity ( $r_{y3}$ ) is 0.772 with a moderate level of relationship category. The probability value ( $\text{sig } 0,000 < 0.01$ ) then  $H_0$  is rejected, it can be concluded that the correlation coefficient is significant. Thus this study confirms that there is a very significant positive relationship between self-efficacy and teacher creativity. The diversity in teacher creativity related to self-efficacy is reflected in the coefficient of determination 0.596 or 59.6%, while the remaining 40.4% is influenced by other factors. The results of this study get the equation  $\hat{Y} = 62,113 + 0.596 X_3$  can be used to predict teacher creativity based on self-efficacy scores. This means that the equation can be predicted that each increase of 1 self-efficacy score will increase teacher creativity by 0.596 times at a constant of 62,113.

Thus this research supports previous research conducted by Beghetto, RA, Kaufman, JC, & Baxter, J. (2013: 342-349) entitled Answering an unexpected question: Exploring the relationship between self-efficacy and the teacher's creativity rating. "Exploring the relationship between self-efficacy and increasing teacher creativity". From this study, the relationship between self-efficacy and increased teacher creativity was  $r = 0.582$  ( $p < 0.01$ ). The higher the level of self-efficacy, the higher the level of teacher creativity is predicted. Although the results of the correlation coefficient in previous studies with current research are different, they both provide the same conclusion, namely that there is a significant positive relationship between self-efficacy and teacher creativity. From the findings obtained in research through these two stages, it can be seen that self-efficacy is an individual belief in performing tasks, achieving goals, producing something and implementing actions to achieve certain successes. Based on the exposure of this discussion, it can be stated that increasing teacher creativity can be done by strengthening or developing self-efficacy.

### **Teamwork Relationship and Visionary Leadership together with Teacher Creativity**

The results showed that there was a very significant positive relationship between

teamwork and visionary leadership together with teacher creativity. Based on the results of research with hypothesis testing, it is known that the correlation coefficient between teamwork and visionary leadership together with teacher creativity ( $r_{y12}$ ) is 0.820 with a strong relationship level category. The probability value ( $\text{sig } 0,000 < 0.01$ ) then  $H_0$  is rejected, it can be concluded that the correlation coefficient is significant. Thus this study confirms that there is a very significant positive relationship between teamwork and visionary leadership with teacher creativity. The diversity in teacher creativity related to teamwork and visionary leadership is reflected in the coefficient of determination 0.673 or 67.3%, the teacher creativity factor is determined jointly by teamwork and visionary leadership and the remaining 32.7% is determined by other variables / factors. The results of this study get the equation  $\hat{Y} = 19.395 + 0.440 X_1 + 0.379 X_2$  can be used to predict teacher creativity based on teamwork scores and visionary leadership. This means that the equation can be predicted that every 1 increase in teamwork score and visionary leadership together will increase teacher creativity by 0.440 times for the teamwork variable and 0.379 times for the visionary leadership variable at a constant of 19.395.

The existence of members who collaborate through well-coordinated activities and direct communication between members of the organization, and supported by principals who have broad knowledge and understanding will form a high sense of curiosity and it will be easy to find new ideas. In addition, a team that has complementary talents and skills in carrying out their duties and is supported by principals who think visionary and creative thinking will make teachers in a school feel facilitated to make changes for the better. The findings obtained in this study identified that if the principal has a high level of teamwork and visionary leadership, the two variables together contribute to increasing teacher creativity.

### **Teamwork Relationship and Self-Efficacy together with Teacher Creativity**

The results showed that there was a very significant positive relationship between teamwork and self-efficacy together with teacher creativity. Based on the results of research with



hypothesis testing, it is known that the correlation coefficient between teamwork and self-efficacy together with teacher creativity ( $r_{y13}$ ) is 0.849 with a strong relationship level category. The probability value ( $\text{sig } 0,000 < 0.01$ ) then  $H_0$  is rejected, it can be concluded that the correlation coefficient is significant. Thus this study confirms that there is a very significant positive relationship between teamwork and self-efficacy with teacher creativity. The diversity in teacher creativity related to teamwork and self-efficacy is reflected in the coefficient of determination 0.722 or 72.2%, the teacher creativity factor is determined collectively by teamwork and self-efficacy and the remaining 27.8% is determined by other variables / factors.

The results of this study get the equation  $\hat{Y} = 17.796 + 0.429X_1 + 0.463X_3$  can be used to predict teacher creativity based on teamwork scores and self-efficacy. This means that the equation can be predicted that each increase of 1 teamwork score and self-efficacy together will increase teacher creativity by 0.429 times for the teamwork variable and 0.463 times for the self-efficacy variable at the constant 17.796. Information that is shared thoroughly with each member will have a positive impact on the sustainability of the organization's work program. Each member is given the opportunity to do various things they enjoy the most with clear goals and objectives, so that it will encourage members to be able to think carefully and will find it easy to find alternative solutions when facing a problem. A teacher who cooperates well coupled with confidence in himself about his ability to carry out a task and achieve a goal will produce action with a high level of success. The findings obtained in this study identified that if the principal has a teacher with a high level of teamwork and has self-efficacy, the two variables together contribute to increasing teacher creativity.

### **Relationship between Visionary Leadership and Self Efficacy together with Teacher Creativity**

The results showed that there was a very significant positive relationship between visionary leadership and self-efficacy along with teacher creativity. Based on the results of research with hypothesis testing, it is known that the correlation

coefficient between visionary leadership and self-efficacy together with teacher creativity ( $r_{y23}$ ) is 0.820 with a strong relationship level category. The probability value ( $\text{sig } 0,000 < 0.01$ ) then  $H_0$  is rejected, it can be concluded that the correlation coefficient is significant. Thus this study confirms that there is a very significant positive relationship between visionary leadership and self-efficacy with teacher creativity. The diversity in teacher creativity related to visionary leadership and self-efficacy is reflected in the coefficient of determination 0.673 or 67.3%, the teacher creativity factor is determined collectively by visionary leadership and self-efficacy and the remaining 32.7% is determined by other variables / factors. get the equation  $\hat{Y} = 28,986 + 0,345X_2 + 0,453X_3$ . can be used to predict teacher creativity based on visionary leadership scores and self-efficacy. This means that the equation can be predicted that every 1 increase in visionary leadership score and self-efficacy together will increase teacher creativity by 0.345 times for visionary leadership variables and 0.453 times for self-efficacy variables at a constant of 28.986. A leader with a visionary style will develop strategies to achieve the goals and objectives of the organization which are carried out through the support and commitment of all members of the organization. A principal who has extensive knowledge in creative thinking, and is supported by teachers who have seriousness in carrying out their duties will make the teachers in the school able to solve the problems and obstacles faced by the school. In addition, principals who have effective communication skills and are flexible to change, are also supported by teachers who have a sense of enthusiasm for work and will encourage teachers to find new ideas and be able to create something new from every action they take. The findings obtained in this study identified that if the principal has a teacher with a high level of visionary leadership and has self-efficacy, the two variables together contribute to increasing teacher creativity.

### **Teamwork Relationship, Visionary Leadership and Self-Efficacy together with Teacher Creativity**

The results showed a significant positive relationship between teamwork, visionary leadership and self-efficacy with teacher

creativity. Based on the results of research with hypothesis testing, it is known that the correlation coefficient of the relationship between teamwork, visionary leadership and self-efficacy together with teacher creativity ( $r_{y123}$ ) is 0.868 with the category of the level of the relationship is very strong, with a probability value ( $\text{sig}$ )  $0.000 < 0.05$ , then  $H_0$  is rejected, it can be concluded that the correlation coefficient is significant. Thus this study confirms that there is a significant positive relationship between teamwork, visionary leadership and self-efficacy together with teacher creativity.

The contribution of teamwork, visionary leadership and self-efficacy with teacher creativity is 0.754 which means that 75.4% of the diversity in teacher creativity can be explained by teamwork, visionary leadership and self-efficacy. The results of this study get the regression equation  $\hat{Y} = 0.293 + 0.369X_1 + 0.247X_2 + 0.379X_3$  can be used to predict teacher creativity based on teamwork scores, visionary leadership and self-efficacy. This means that this equation can predict each increase of 1 teamwork score, visionary leadership and self-efficacy together will increase teacher creativity by 0.369 times for teamwork variables, 0.247 times for visionary leadership variables and 0.379 times for self-efficacy variables at a constant 0.293.

Human resources in the organization must be well managed, good management will make it easier for organizational goals to be achieved, a principal who becomes an Oh Cheng agent must be able to direct and manage and evaluate teachers. Principals who are successful in directing their teachers to collaborate through coordinated activities will be able to make the organization ready to take on the challenges it faces. Principals who have effective communication skills and are supported by teachers who have confidence in their abilities will encourage these teachers to explore their abilities in expressing and realizing their potential and thinking power to produce something new.

The findings obtained in this study identified that if the principal has a high level of teacher teamwork, has good visionary leadership.

### CONCLUSION

Based on the research results of empirical studies using a correlational approach and SITOREM

analysis through data processing, statistical calculations, hypothesis testing and discussion of research results followed by contribution analysis, indicator analysis, indicator weight analysis by experts and analysis of indicator classification determination, it can be concluded that things as follows: There is a positive and very significant relationship between teamwork and teacher creativity ( $r_{y1}$ ) of 0.756. Thus, the higher the teamwork, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between visionary leadership and teacher creativity ( $r_{y2}$ ) of 0.729. Thus, the higher the visionary leadership, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between self-efficacy and teacher creativity ( $r_{y3}$ ) of 0.772. Thus, the higher the self-efficacy, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between teamwork and visionary leadership together with teacher creativity. ( $r_{y12}$ ) of 0.820. Thus, the higher the teamwork and visionary leadership, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between teamwork and self-efficacy together with teacher creativity ( $r_{y13}$ ) of 0.849. Thus, the higher the teamwork and self-efficacy, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between visionary leadership and self-efficacy together with teacher creativity. ( $r_{y23}$ ) of 0.820. Thus the higher the visionary leadership and self-efficacy, the higher the teacher's creativity is predicted. There is a positive and very significant relationship between teamwork, visionary leadership and self-efficacy together with teacher creativity ( $r_{y123}$ ) of 0.868. Thus, the higher the teamwork, visionary leadership, and self-efficacy, the higher the teacher's creativity is predicted.

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