

IMPROVING TEACHER CREATIVITY THROUGH STRENGTHENING ORGANIZATIONAL CULTURE, INTERPERSONAL COMMUNICATION, PERSONALITY AND WORK ABILITIES IN JAKARTA

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Abstract: This study aims to analyze to increase creativity through efforts to see the influence of organizational culture, interpersonal communication, teacher personality, and work ability of the teachers of public junior high school (SMPN) in Central Jakarta. The research was conducted during the Covid-19 pandemic in March 2020 to January 2021 with the population of this study were all teachers of public junior high school in Central Jakarta, Indonesia amounting to 1,114 teachers. The selected sample was 243 teachers with the Cochran formula and was taken using proportional random sampling technique. This study uses quantitative research methods with normality, path analysis, T and F tests, and coefficient of determination. The results of this study concluded that organizational culture, interpersonal communication, personality and abilities significantly influence creativity. Creativity is needed in order to improve the quality of education because creativity is the soul of the development or change and progress of a nation. Education in schools should prioritize efforts to develop creativity, by providing opportunities for the creation of a learning climate that supports the achievement of these goals. The better the organizational culture, teacher personality and work ability where a teacher works that is manifested in innovation and risk taking, attention to detail, results-oriented, human-oriented, team-oriented, aggressive, stable, the higher the teacher's creativity will be. The better a teacher's interpersonal communication which is manifested in the delivery of information, empathy, feedback on the information conveyed, receiving information, effective use of time, and the same perception of the information conveyed, the higher the teacher's work ability.

Keywords: Organizational Culture, Interpersonal Communication, Teacher Personality, Work Ability, and Creativity

1. Introduction

Creativity is needed in order to improve the quality of education because creativity is the soul of the development or change and progress of a nation. Education in schools should emphasize efforts to develop creativity, by providing opportunities for the creation of a learning climate that supports the achievement of these goals. So teacher creativity has become a demand that must be developed immediately, especially for the teacher of public junior high school.

Some other indications of the low level of teacher creativity, among others, are that teachers still use the old conventional learning pattern, namely teaching and having practice assignments, so that students get boredom and students experience boredom in learning and teachers feel they have enough knowledge, so they are less motivated. Teachers should be more creative in carrying out the learning process by exploring and looking for ways of learning that are more effective, easily understood and liked by students, which will generate interest in students and ultimately improve student achievement.

The indications of the above problems are considered to be the benchmarks that the creativity of the teachers of public junior high school in Central Jakarta, Indonesia is still low. Lack of teacher creativity also results in lower student achievement and creativity. If this condition continues, the quality of education and the quality of human resources will continue to lag behind with other countries. Several factors are thought to be associated with the growth of teacher creativity, among others, work motivation, interpersonal communication, organizational culture, principal supervision, work environment, teacher work ability, personality, leadership style and possibly other factors.

One of the factors related to teacher creativity is organizational culture. The development in the world of education in Indonesia is currently increasing rapidly and rapidly resulting in cultural changes. Schools are required to have a culture that differentiates them from other similar organizations. Accelerated environmental

change results in changes in school culture, the success of a school is not only supported by school culture, but also how the school fosters creativity which is understood as an individual's psychological bond to the school.

The teachers at public junior high school in Central Jakarta found that the values that had existed gradually began to fade, such as the young people who have to respect the old, those who work longer with the new work, the educated with the less educated. So that researchers see teachers in doing their work only based on fear of superiors or leaders if they make mistakes, not based on the values of loyalty to the organization. The description of this phenomenon can only be an individual trait, but if it continues it is likely to become organizational behavior, it is also feared that it will affect the belief in the values that exist in the organization such as hard work, loyalty to school, and doing a good job.

Teacher creativity can be developed if there is a strong will and encouragement or motivation for achievement, adequate facilities and infrastructure and there is appreciation. The learning atmosphere must be pleasant both physically and psychologically, because in unpleasant learning it can result in the teaching and learning process experiencing boredom, monotony, unpleasant classroom environment, less responsive teachers, to the problems of their students and a lack of understanding of students.

Interpersonal communication plays a role in increasing one's motivation because with a person's interpersonal communication skills in interacting or building relationships with other people through interpersonal communication, small problems will be resolved because of good interpersonal communication. If there is no interpersonal communication in an organization, then small problems will not be conveyed to superiors or to colleagues so that they can cause big problems.

Personality is actually an abstract problem, it can only be seen through appearance, action, speech, dress, and in dealing with every problem. Personality that is actually abstract, difficult to see or know for real, what can be known is the appearance or marks of all aspects and aspects of life. The personality of the teacher has a very big share of the success of education, especially in learning activities. This activity is understandable because humans are creatures who like to imitate, including imitating the personality of their teacher. The teacher is not only required to interpret learning, but the most important thing is how the teacher makes learning a place to build competencies and improve the personal qualities of students.

Ability is intended as what is expected in the workplace and refers to knowledge, skills and attitudes which in its application must be consistent and in accordance with the work standards required in the job. Knowledge is the process of human learning about the truth or the right way about something easily and is used as a basis for truth or facts that must be known in a job. With adequate knowledge and education for his position and skilled in doing daily work, it will be easier for him to achieve the expected quality of work.

2. Review of Related Literature

Teacher Creativity

(Schermerhorn et al., 2010) creativity generates the generation of new ideas or unique approaches to solving work problems and exploiting job opportunities. New and fresh solutions and ideas require several stages. This stage consists of five stages including the following: the preparation stage, the concentration stage, the incubation stage, the illumination stage, and the verification stage. The preparation stage is the stage when a person gets based on his experience of facing the complexities of life. The concentration stage is the stage of defining the problem and creating a problem frame so that several alternative solutions to the problem are produced. The incubation stage where a person views this problem from a different point of view so that it produces thoughts that are different from the thoughts that are usually made. The illumination stage is the stage of solving problems based on new and fresh thoughts. The verification stage is the stage of checking the problem has been solved or not.

According to (Hellriegel & Slocum, 2011) creativity is to visualize and implement new ideas or concept or new association between existing ideas or concepts that are novel and useful. So creativity is a way of visualizing, generating and finding new ideas or new concepts that have benefits for others. Indicators of creativity are: 1) New ideas, 2) New concepts, 3) Determining something new, and 4) Producing something new.

(Colquitt et al., 2011) states that creativity is the use of new ideas in working, solving problems and taking innovative actions. The factors include: 1) Enjoy learning new things, 2) Trying to find new opportunities or better ways of working, 3) Confidence in work, and 4) Openness in finding new and better ideas . Creative individuals are basically happy to learn new things so that they can create new ideas and apply them in the form

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of innovative actions with confidence, but do not rule out the possibility of being open to other new ideas to be used as opportunities or ways. Supriadi, (2010) states that teacher creativity is giving birth to something new, both in the form of ideas and real work, which is relatively different from what has been there before. Teacher creativity includes both aptitude traits such as fluency, flexibility and originality in thinking, as well as traits of non aptitude, such as curiosity, likes to ask questions and always wants to find new experiences. Indicators of teacher creativity are: 1) Fluency is the ability to generate many ideas, 2) Flexibility is the ability to present various solutions or approaches to problems, 3) Authenticity is the ability to come up with ideas in original, not cliché ways, 4) elaboration is the ability to describe something in detail, and 5) redefinition is the ability to review a problem based on a different perspective from what many people already know.

Organizational culture

According to(Greenberg & Baron, 2008)) states "Organizational culture as cognitive framework consists of attitudes, values, behavior norms, and expectations shared by organization members" (organizational culture as a cognitive framework consisting of attitudes, values, behavioral norms and expectations that are shared by members of the organization).

(Robbins & Judge, 2017) provides a definition of "Organizational culture refers to a system of shared meaning held by distinguishes the oeganizations". This definition explains that organizational culture can be interpreted as values, symbols that are understood and understood together, owned by an organization so that members of the organization feel one family and create a condition that members of the organization feel different from other organizations.(Robbins & Judge, 2017) develops organizational dimensions that can be used as a guide in research as follows:

1. Innovation and risk taking, meaning the extent to which members are encouraged to be innovative and ready to take risks.
2. Attention to detail, meaning the extent to which members are expected to pay attention to position, analysis and attention to detail.
3. Results orientation, is the extent to which management focuses on results rather than on the techniques and processes used to achieve those results.
4. People orientation, defined as the extent to which management decisions take into account the impact of the results on the people within the organization.
5. Team orientation, refers to the extent to which work activities are organized based on a team, not based on individuals
6. Aggressiveness, none other than the extent to which people are aggressive and competitive rather than relaxed.
7. Stability, meaning the extent to which organizational activities emphasize attention to the status quo instead of growth.

According to(Daft Richard L., 2016), organizational culture is a pattern of shared values and assumptions about how things can be done in an organization. Culture can be analyzed at three levels, namely:

- a. Artifacts (clothing, behavior patterns, physical symbols, organizational ceremonies, office layouts). Namely: all the things that a person can see, hear and observe and the visions of members of the organization.
- b. Values
Judging from the way people explain and justify what is done can be interpreted from the stories, language and organizational symbols that can be used by members to describe themselves.
- c. Basic assumptions and beliefs. It is at the core of culture and subconsciously guides behavior and decisions.

Interpersonal Communication

(Kadir et al., 2016) states that what is meant by interpersonal communication is the delivery and receipt of information between individuals directly in the form of messages that can be understood by both parties. The factors of interpersonal communication are the transmission of information, sensitivity to other people's feelings, feedback, receipt of information, effective use of time and comfortable conditions when receiving information.

(Gibson et al., 2012) states: "Interpersonal communication is the primary means of managerial communication: on a typical day, over there fourths of manager's communication occurs in face to face interaction". Interpersonal communication is the main way in managerial communication one day, usually more

than a quarter of managerial communication occurs face-to-face. The factors that characterize it, namely: a) openness, b) honesty, c) feedback.

Active listening (Active listening), is the process of active decoding and understanding verbal messages. Listening requires cognitive attention and information processing. (Rivai & Mulyadi, 2012) suggest that interpersonal communication is behavior-oriented until the emphasis is on information processing, from one person to another. Interpersonal communication can be effective if you pay attention to: a. Openness for everyone to interact, b. Empathy, trying to feel in the same way as other people, c. There is support with other people, d. positive attention is communicated, and e. There are similarities between the people who communicate.

(Gibson et al., 2012) states that "interpersonal communication, communication that flow between individuals in face-to-face and groupsituations". Communication flows from one person to another in face-to-face or group meetings.(Gibson et al., 2012) stated that improving interpersonal communication by utilizing two strategies, namely:

- a. Disclosure (exposure) is a process that is used by oneself to increase information known to others, because the process sometimes puts oneself in a vulnerable position.
- b. Feedback (feedback), the use of feedback depends on one's willingness to listen and the willingness of others to give it. The feedback obtained depends on the active cooperation of others.

Personality

(Gibson et al., 2012), states that personality is a set of characteristics, tendencies and temperaments (individuals) that are relatively stable and are significantly shaped by genetic / hereditary factors, social, cultural and environmental factors. According to him, personality has five dimensions: 1) Conscientiousness has a hardworking, diligent, organized and continuous attitude, 2) Openness (extroversion), which is the level at which a person is sociable, gregarious and assertive, 3) agreeableness, which is the level of work well with others, sharing trust, warmth and being able to work together, 4) Emotional stability, namely one's ability to deal with pressure calmly, focus and confidently and 5) Openness to experience (openness to experience), namely one's interest in things. new.

Colquitt, Lepine and Wesson (2011: 295) state that personality refers to and tendencies in society that explain the characteristic patterns of thought, emotion, and behavior. According to him, there are five personality factors, namely 1) Conscientiousness, 2) Agreeableness, 3) Being calm and not easily anxious (Neuroticism), 4) Openness to experience (Openness to Experience) and 5) Openness (Extroversion).

According to(Sedarmayanti, 2012), personality can be interpreted as an innate product (Nature) that determines the individual in adapting to the environment (nurture) and forming a culture significantly in each person. There are five dimensions of personality, namely 1) Extraversion, 2) Emotional Stability, 3) Agreeableness, 4) Conscientiousness and 5) Openness to Experience.

Ability

(Wibowo et al., 2019) ability is the ability or potential to master various skills, talents and abilities that are innate or are the results of training used to do something productive. In principle, a person's skills include four things, among others: Basic Literacy Skills. Basic skills are common skills possessed by humans, such as reading, writing and arithmetic. Technical Skill. Technical expertise is a person's expertise related to the knowledge they have, such as calculating accurately, operating various equipment and machines which in essence can help the work or activities undertaken. Interpersonal Skill. Interpersonal skills are a person's ability to interact with other people and colleagues in harmony, where this supports the existence of cooperation with colleagues who will affect the implementation of work. Problem Solving. Solving a problem is a process of activity to argue and solve a problem that becomes an obstacle to achieving a goal by knowing the factors that cause and developing alternatives as options and solutions as the best way out.

(Anggraeni et al., 2018)the ability in this study is all the potential that employees have in carrying out the tasks assigned to them based on their knowledge, attitudes, experience, and education in certain fields of work. The indicators of work ability in this study are: a) Beliefs and Values, b) Skills, c) Experience, d) Personality characteristics.

Wibowo (2013: 93) argues that the ability or ability shows the individual's capacity to realize various tasks at work. According to Wibowo (2007: 102) reveals that there are several factors that can affect the ability of an

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employee, namely as follows: 1) Beliefs and values, 2) Skills, 3) Experience, 4) Personality characteristics, 5) Motivation, 6) Emotional issues.

3. Research Model

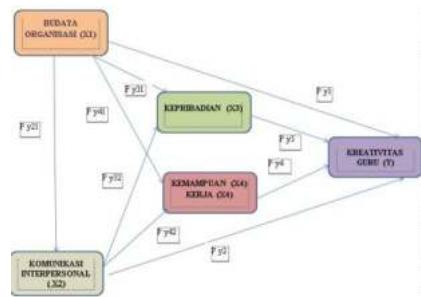


Figure 1. Research Model

Research Hypothesis

Based on a theoretical study and a framework of thought, the hypothesis proposed in this study is as follows:

1. There is a positive direct influence on organizational culture on teacher creativity
2. There is a positive direct influence on interpersonal communication on teacher creativity
3. There is a positive direct effect on personality on teacher creativity
4. There is a positive direct effect of work ability on teacher creativity
5. There is a positive direct influence of organizational culture on the work ability of teachers
6. There is a positive direct effect of interpersonal communication on the work ability of teachers
7. There is a positive direct influence of organizational culture on teacher personality
8. There is a positive direct effect of interpersonal communication on the teacher's personality
9. There is a positive direct influence of organizational culture on teacher interpersonal communication

4. Research methodology

This research was conducted on state junior high school teachers with civil servant status in the Central Jakarta area from December 2019 to September 2020. This research was conducted using a survey method through questionnaires and tests with a path analysis approach. In this study, there are four variables to be studied, namely organizational culture (X1), interpersonal communication (X2), personality (X3), work ability (X4) and teacher creativity (Y). Each statement item is given five answer choices which indicate the lowest to the highest level according to the Likert scale. The lowest score was given a score of 1 and the highest was given a score of 5. The research was conducted during the Covid-19 pandemic in March 2020 to January 2021 with the population of this study were all teachers of public junior high school (SMPN) in Central Jakarta who were civil servants and based on data from the Central Jakarta City Education Sub-Department in 2019, there were 1,114 teachers spread across eight sub-districts with a total of 36 school. In this study, the sample was taken from the population using the stratified random sampling technique, followed by proportional random sampling using the Cochran formula (1991) obtained 243. Data were analyzed using descriptive statistical analysis, validity, reliability, normality, coefficient of determination and path analysis.

5. Research result

The data were obtained through measuring the variables of teacher creativity, organizational culture, interpersonal communication, personality and work ability based on the responses of respondents to the items of the instruments of these variables. Data collected from a sample of 243 Junior High School Teachers in Central Jakarta.

Table 1. Data Statistic Descriptive

Statistic Descriptif	Creativity	Organizational Culture	Interpersonal Communication	Personality	Work Abilities
Sampel	243	243	243	243	243
Mean	134,7	136,4	145,3	158,5	19,9

Modus	139	144	150	154	20
Median	135,0	138,0	145,0	159,0	5,4
Standard Deviation	20,7	15,0	13,4	12,7	20,0
Variant	428,4	225,1	178,7	161,3	28,6
Range	89,0	80,0	80,0	62	26
Minimum	90,0	84,0	89,0	123	4
Maksimum	179,0	164,0	169,0	185	30
Class Range	9	9	9	9	9
Length of Class	10	9	9	7	3
Total Scor	32.73 2	33.151	35.312	38.507	4.839

Source:Data Processed by Researchers with SPSS, 2021

This means that the distribution of the empirical score is in the medium score area. Thus teacher creativity in this study is relatively moderate. This means that the distribution of the empirical score is in the high score area. Thus, the organizational culture of teachers in this study is relatively moderate. The number of teachers in the category of having high interpersonal communication 60.49% is still high and looks not comparable to teachers who have interpersonal communication in the low category 1.64% and 37.85%. The number of teachers in the category of having high personality 32.93% is still low and does not seem comparable to teachers who have personalities in the low category of 13.58% and being 53.50%. The number of teachers in the high category of 39.51% is still low and does not appear to be comparable with teachers who have abilities in the low category of 8.64% and 60.49%.

Normality Test

For the normality of the error distribution using the Liliefors Test. Error normality testing is carried out to determine that the observed sample comes from a normally distributed population.

Table 2. Normality Test

N _o	Independence variable on Dependent Variable	N	Sig	α	Keputusan
1	X1 on Y	24 3	0,509	0,05	Normal
2	X2 on Y	24 3	0,667	0,05	Normal
3	X3 on Y	24 3	0,812	0,05	Normal
4	X4 on Y	24 3	0,739	0,05	Normal
5	X2 on X4	24 3	0,084	0,05	Normal
6	X1 on X4	24 3	0,985	0,05	Normal
7	X1 on X3	24 3	0,290	0,05	Normal
8	X2 on X3	24 3	0,844	0,05	Normal
9	X1 on X2	24 3	0,630	0,05	Normal

Source:Data Processed by Researchers with SPSS, 2021

Test of Significance and Linearity of Regression and Correlation Coefficients

The significance and linearity tests obtained the following data: (1) Organizational Culture (X1) on Teacher Creativity (Y) with a regression equation = $-41.051 + 1.288 \times X1$; (2) Interpersonal Communication (X2)

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on Teacher Creativity (Y) with a regression equation = $-69,298 + 1,404X_2$, (3) Personality (X3) on Teacher Creativity (Y) with a regression equation = $-111,437 + 1,553X_3$, (4) workability (X4) on Teacher Creativity (Y) with a regression equation = $61,426 + 3,680X_4$, (5) Organizational Culture (X1) on Work ability (X4) with a regression equation = $-26,815 + 0,342X_1$, (6) Interpersonal Communication (X2) on Work ability (X4) with a regression equation = $-33,945 + 0,371X_2$, (7) Organizational Culture (X1) on Personality (X3) with a regression equation = $46,782 + 0,818X_1$, (8) Interpersonal Communication (X2) on Personality (X3) with produces a regression equation = $31,339 + 0,875X_2$, (9) Organizational Culture (X1) on Interpersonal Communication (X2) with a regression equation = $32,912 + 0,823X_1$.

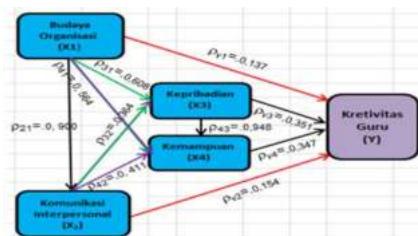


Figure 2. Path Analysis
Source: Data Processed by Researchers with SPSS, 2021

Tabel 3. FTest and Sig

N o.	Model Relationship between Variables	Fcount	F Table	SigTest Results
1	X1 on Y	1644	3,880	Significant
2	X2 on Y	1113	3,880	Significant
3	X3 on Y	2387	3,880	Significant
4	X4 on Y	2303	3,880	Significant
5	X1 on X4	1665	3,880	Significant
6	X2 on X4	1443	3,880	Significant
7	X1 on X3	1878	3,880	Significant
8	X2 on X3	1343	3,880	Significant
9	X1 on X2	1030	3,880	Significant

Source: Data Processed by Researchers with SPSS, 2021

Analysis of the Relationship Model of the Path Between Variables in Substructure-1

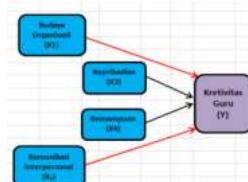


Figure 3. Relation Model between variables in Substructural-1

Table 4. Path Coefficient Value in Substructure-1

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
1 (Constant)	-45.848	10.279		-4.461	.000

Budaya organisasi (X1)	.190	.075	.137	2.53 1	.012
Komunikasi Interpersonal (X2)	.256	.081	.154	3.16 0	.002
Kepribadian (X3)	.572	.102	.351	5.60 9	.000
Kemampuan kerja (X4)	1.344	.230	.347	5.84 3	.000

a. Dependent Variable: Kreativitas Guru

Source: Data Processed by Researchers with SPSS, 2021

e1 is = 0.253. On the basis of the results of this calculation, the framework for the empirical causal relationship of variables X1, X2, X3, X4 to Y in the-1 substructure is as follows: = 0.137X1 + 0.154.X2 + 0.351X3 + 0.347X4 + 0.253.e1 .. R2YX4321 = 93 , 6%. The influence of other variables outside of X1, X2, X3, X4 on Y is e1 = 0.253.

Table 5. Summary of the Results of the Empirical Model on the substructural-1

Model	R	R square	Adjusstd R Square	Std Error of the Estimate
1	.967 ^a	.936	.935	5.279

- a. Predictors: constant, Budaya Organisasi , Komunikasi Interpersonal, Kepribadian, Kemampuan.
b. Dependent variable: Kreativitas Guru.

Source: Data Processed by Researchers with SPSS, 2021

Causal Relationship Model Between Variables in Substructure -2

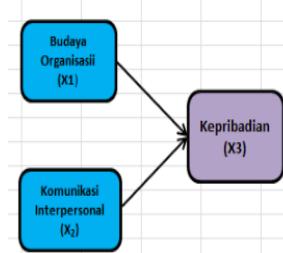


Figure 4. Model Relationship between variables in Substructural- 2

Table 6. Value of Path Coefficient on Substructure-2 Coefficients^a

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
1 (Constant)	37.962	2.767		13.71 7	.000
Budaya organisasi (X1)	.515	.041	.608	12.50 3	.000
Komunikasi Interpersonal (X2)	.346	.046	.364	7.490	.000

a. Dependent Variable: Kepribadian(X3)

Source: Data Processed by Researchers with SPSS, 2021

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e2 is = 0.303 on the basis of the results of this calculation, then the framework for the empirical causal relationship of variables X1, X2 to X3 in the -2 substructure is as follows: = 0.608X1 + 0.364 X2 + 0.303e2. . R_{2X321} = 0.908. The influence of other variables outside X1, X2 on X3 is e2 = 0.303

Table 7 Summary of Results of the Substructural Empirical Model-2

Model	R	R square	Adjustd R Square	Std Error of the Estimate
1	.953 ^a	.908	.907	3.870

a. Predictors: (constant), Budaya Organisasi, Komunikasi Interpersonal

b. Dependent variable: Kepribadian

Source: Data Processed by Researchers with SPSS, 2021

Causal Relationship Model between Variable on Substructure-3

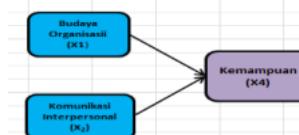


Figure 5. Relation Model between variables in Substructural- 3

Table 8. Path Coefficient Value on Substructure-3

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
1 (Constant)	-33.306	1.285		-25.923	.00
Budaya organisasi (X1)	.201	.017	.564	12.010	.00
Komunikasi Interpersonal (X2)	.177	.020	.411	8.758	.00

a. Dependent Variable: Kemampuan kerja

(X4)

Source: Data Processed by Researchers with SPSS, 2021

e3 is = 0.302 on the basis of the results of this calculation, then the framework for the empirical causal relationship of variables X1, X2 to X4 in the 3 sub-structure is as follows: = 0.5648X1 + 0.411 X2 + 0.302e3. R_{2X421} = 0.909. The influence of other variables outside X1, X2 on X4 is e3 = 0.302

Table 9. Summary of the Results of the Empirical Model on the substructural-3

Model	R	R square	Adjustd R Square	Std Error of the Estimate
1	.954 ^a	.909	.909	1.618

c. Predictors: (constant), Budaya Organisasi ,Komunikasi Interpersonal

d. Dependent variable: Kemampuan kerja

Source: Data Processed by Researchers with SPSS, 2021

Causal Relationship Model Between Variables in Substructure-4

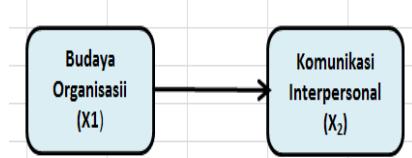


Figure 6. Model Relationship between variables in Substructural-4

Table 10. Path Coefficient Value on Substructure-4

Model	Coefficients ^a				
	B	Unstandardized Coefficients	Standardize d Coefficients	t	Sig.
1 (Constant)	32.912	3.523		9.342	.000
Budaya Organisasi (X1)	.823	.026	.900	32.088	.000

a. Dependent Variable: Komunikasi Interpersonal (X₂)

Source: Data Processed by Researchers with SPSS, 2021

The magnitude of e4 is = 0.436. On the basis of the results of this calculation, the empirical causal relationship framework of the variable X1 to X2 in the 4 substructure is as follows: = 0.90.X3 + 0.436e5. ; R²X21 = 81.0%. The influence of other variables outside X1, on X2 is e4 = 0.436

Table 11. Summary of Empirical Model Results on substructural-5

Model	R	R square	Adjustd R Square	Std Error of the Estimate
1	.900 ^a	.810	.810	5.833

a. Dependent variable: Kemampuan kerja

Source: Data Processed by Researchers with SPSS, 2021

6. Discussion of Research Results

Organizational Culture (X1) on Teacher Creativity (Y)

From the calculation results obtained the path coefficient value = 0.137 with tcount = 2.531, while ttable at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning tcount > ttable then according to the Ho reject test criteria and accept H1. Thus there is a positive direct influence of organizational culture variables (X1) on teacher creativity (Y). This means that the stronger the organizational culture (X1) of individual teachers will increase the creativity of teachers (Y) SMP Negeri Se Central Jakarta. The results of this study have provided a direction that organizational culture is closely related to the professionalism possessed by teachers. Teacher creativity in carrying out their duties / profession is determined by the organizational culture factors that have been applied by school leaders. This opinion can be interpreted as the process of a leader when he distributes authority to his subordinates. The application of organizational culture is to form individuals to become independent so that the creativity of each teacher is needed in order to increase the ability of teachers according to their expertise. Several previous studies have proven that organizational culture has a positive relationship with creativity. (Rastgoo, 2017), conclude that there is a very significant relationship between organizational culture and creativity, with a correlation coefficient of $r = 0.69$ ($p < 0.01$). Furthermore Dede Sumarni (2017) also concludes that there is a relationship between organizational culture and teacher creativity through a correlation coefficient of 0.400 ($p < 0.01$) a determination coefficient of 16.00%. Furthermore, (Lee & Tan, 2012) stated that to increase employee creativity, first a supportive work environment is needed; second, there is communication and leadership support to employees to be creative; third, the existence of organizational support and an innovative climate in developing employee creativity.

Interpersonal Communication (X2) on Teacher Creativity (Y)

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From the calculation results obtained the path coefficient value = 0.154, with tcount = 3.160, while the t table at the real level $\alpha = 0.05$ obtained t table = 1.970 means tcount > ttable then according to the Ho reject test criteria and accept H1. Thus there is a positive direct influence of the Interpersonal Communication variable (X2) on teacher creativity (Y). This means that the stronger Interpersonal Communication (X2) on individual teachers will increase the creativity of teachers (Y) SMP Negeri Se Central Jakarta. Thus these findings are in accordance with the theory put forward earlier, that interpersonal communication in this study uses six indicators including information delivery, empathy, feedback on information conveyed, information reception, effective use of time, and the same perception of information submitted is the main reference for all teachers in SMP. Effective interpersonal communication will be able to provide the greatest opportunity for teachers to cooperate and participate in activities at school. Interpersonal communication does not always run well, here the researcher sees that the initial observations at the State Junior High School in Central Jakarta encountered several obstacles. Barriers that usually arise are one-way messages, excessive message content and a lack of communicators or communicants during learning and usually these obstacles rarely occur. Teachers need to have the skills to ask questions to pretest before the learning process takes place, these activities will certainly stimulate students to take part in learning activities. The results of this study are supported by research conducted by (Lee & Tan, 2012) which reveals that to increase employee creativity, one of which is communication and leadership support to employees to be creative. Furthermore, (Sari, 2012) concludes that there is a significant positive relationship between the intensity of family communication and the learning creativity of students of SMP Negeri 19 Bekasi with a correlation coefficient value of 0.651 ($p < 0.01$).

Personality (X3) on Teacher Creativity (Y)

From the calculation results obtained the path coefficient value = 0.351 with t count = 5.609, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning tcount > ttable then according to the Ho reject test criteria and accept H1. Thus there is a positive direct influence of personality variables (X3) on teacher creativity (Y). This means that the stronger the personality (X3) of the individual teacher will increase the creativity of the teacher (Y) SMP Negeri Se Central Jakarta. Creativity and personality are two things that influence the learning process. This is because teachers' creativity is not only required to master the knowledge being taught and have a set of teaching knowledge and technical skills but also to display a personality that is able to be an example for their students. This means that a teacher must have mental characteristics that are stable, patient, forgiving, mentor, humorous, and have good behavior. As part of the existence of a teacher who reflects his role and duties as a role model for his students in school. This is in accordance with the theory put forward by (Gibson et al., 2012), which states that personality is a set of characteristics, tendencies and temperaments (individuals) that are relatively stable and are significantly shaped by genetic / hereditary factors, social, cultural and environmental factors. Personality is one of the factors that can be continuously improved so that teachers can optimize their function in carrying out their duties to achieve the best educational goals. The increase in the personality of the teacher, the higher the creativity value of the teacher. Creative individuals have the characteristics of awareness and sensitivity to problems, good memory, and a high level of adaptability.

Ability (X4) towards Teacher Creativity (Y)

From the calculation results obtained the path coefficient value = 0.347 with t count = 5.843, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning tcount > ttable then according to the Ho reject test criteria and accept H1. Thus, there is a positive direct effect of the work ability variable (X4) on teacher creativity (Y). This means that the stronger the work ability (X4) of individual teachers will increase the creativity of teachers (Y) of SMP Negeri Se Central Jakarta. In this case, the teaching profession as a special field of work is required to have a commitment to improve the quality of education. Therefore, the value of excellence that teachers must have is creativity. However, creativity is not always owned by teachers with high academic abilities and intelligence. This is because creativity does not only require skills and abilities, it also requires will and motivation. Creativity is the ability to provide new ideas and apply them in problem solving, through creativity there will be the ability to provide new ideas and apply them in problem solving. (Sintaasih et al., 2014) in his research measuring creativity into four types of dimensions as Four P's Creativity based on the Rhodes theory, namely the Person, Process, Press and Product dimensions. The person dimension is the ability or skill that is in a person, which is closely related to talent. The process dimension focuses on the thought process so as to generate unique ideas. Creativity in the press dimension suppresses internal self-motivating factors in the form of desire and desire to create or engage in creative self, as well as external drives from the social and psychological environment. Lastly, the product dimension focuses on the product or what is produced by individuals, either something new / original or an innovative elaboration / amalgamation. Furthermore, (Hyeon-

sook & Kyung-soon, 2013) concluded in their research that independent learning ability and creativity had a positive correlation with the correlation coefficient $r = 0.407$ ($p < 0.01$).

Organizational Culture (X1) on Ability (X4)

From the calculation results obtained the path coefficient value = 0.564 with $t = 12.010$, while the t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the H_0 reject test criteria and accept H_1 . Thus there is a positive direct influence of organizational culture variables (X1) on ability (X4). This means that the stronger the organizational culture (X1) of individual teachers will increase the work ability (X4) of SMP Negeri Central Jakarta teachers. The success of an organization in achieving its goals is largely determined by the ability of its members to transform themselves according to the demands of change and strengthen the organizational culture that can support organizational goals. The organization is entering an era of continuous improvement whose survival is determined by the organization's ability to develop human resource potential.

Interpersonal Communication (X2) on Ability (X4)

From the calculation results obtained the path coefficient value = 0.411 with $t_{count} = 8.758$, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the H_0 reject test criteria and accept H_1 . Thus there is a positive direct influence of the Interpersonal Communication variable (X2) on work ability (X4). This means that the stronger Interpersonal Communication (X2) on individual teachers will increase the work ability (X4) of SMP Negeri Central Jakarta teachers. Interpersonal communication is a mutually beneficial combination of norms, values, training, beliefs, and assumptions / responses that affect the behavior of individuals or groups that are divided into a framework of differences that are defined as steps or actions that are sometimes taken at school. Effective communication between superiors and subordinates or between personnel is absolutely necessary to produce the desired performance. Communication can also affect the continuity of organizational activities on an ongoing basis because it involves how superiors motivate, give orders and lead employees, otherwise ineffective communication can hinder the improvement of teacher work ability. Communication can also increase work harmony within an organization or agency if communication is carried out effectively, because effective communication is not only important to do vertically but also horizontally, meaning that interpersonal communication is also important in order to maintain harmony in the work environment so that a good working climate can be created. and the work ability of teachers can also be encouraged to be better.

Organizational Culture (X1) on Personality (X3)

From the calculation results obtained the path coefficient value = 0.608 with t count = 12.503, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the H_0 reject test criteria and accept H_1 . Thus there is a positive direct influence of organizational culture variables (X1) on personality (X3). This means that the stronger the organizational culture (X1) of individual teachers will increase the personality (X3) of SMP Negeri Central Jakarta teachers. Organizational culture is a concept of participatory management, delegation, and giving power to lower-level employees to make and enforce decisions. That the measurement of an employee's success can be done through employee empowerment. teachers who are trusted, there is openness, the need to be involved, are given the opportunity to solve problems on their own, feel accepted and respected, and can work according to their abilities. The personality of the teacher can determine the level of success of the process and student learning outcomes. Teachers with the above treatments will slowly have a bond of trust so that they can be ready to work to get high satisfaction. Culture is a pattern of human activity that is systematically passed down from generation to generation through various learning processes to create certain ways of life that are suitable for their environment. Organization can be defined as a container and a tool to achieve goals in which there are norms that must be guided and values that need to be adhered to firmly. The organization has a number of activities (jobs) which are all carried out by its members. Every activity that is carried out requires professional analysis so that the activity can run as planned. If a culture exists within the organization and can be firmly attached, then organizing and controlling its members will be easier to control as individuals control themselves. In addition, the existence of cultures adopted in an organization can affect the attitude or personality of a person in acting, interacting and behaving in social life.

Interpersonal Communication (X2) on Personality (X3)

From the calculation results obtained the path coefficient value = 0.364 with t count = 7.490, while the t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the criteria H_0 reject

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and accept H1 Thus there is a positive direct influence of the Interpersonal Communication variable (X2) on personality (X3). This means that the stronger Interpersonal Communication (X2) on individual teachers will improve the personality (X3) of SMP Negeri Central Jakarta teachers. Every teacher works refers to tasks that are carried out based on the competencies that must be possessed as a reliable teacher. Teachers must also be smart, have a good personality, respect others, have an attractive appearance, have a noble character, master the learning material that is being taught, have the right learning strategies or methods, be able to use learning media, and have the goals of each competent.

Organizational Culture (X1) on Interpersonal Communication (X2)

From the calculation results obtained the path coefficient value = 0.823 with t count = 32.088, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the Ho reject test criteria and accept H1. Thus there is a positive direct influence variable organizational culture (X1) on Interpersonal Communication (X2). This means that the stronger the organizational culture, the Interpersonal Communication (X2) on individual teachers will increase the number of SMP Negeri teachers in Central Jakarta. Basically, organizational culture requires two parties who trust each other, between the teacher and the leader, so that there is no conflict. This shows that if there is no mutual trust between subordinates and leaders between teachers and school leaders, it can lead to role conflicts that have an impact on teacher behavior, such as decreased job satisfaction, personnel transfers, decreased performance, and decreased trust in institutions. The formation of an adaptive and transformative organizational culture is a step towards building an organization in a sustainable manner, enabling individuals to interact and integrate with each other and increase productivity. With the existence of an organizational culture, the teacher will be connected, related, and there will be no obstacles to achieving optimal productivity for the organization. Then the organization has an interpersonal communication that goes well so that communication will affect the work attitude of the teacher. Communication in organizational processes is lacking due to the increasing diversity of individuals in the organization. Then plus the increasing technology makes teachers reduce direct communication and many are busy with personal interests.

7. Conclusions and implications

Conclusion

Teacher creativity can be increased through strengthening organizational culture, interpersonal communication, personality and work ability because there are positive influences on organizational culture, interpersonal communication, personality and work ability on teacher creativity. The better the organizational culture, interpersonal communication, personality and work skills where a teacher works that is manifested in innovation and risk-taking, attention to detail, results-oriented, human-oriented, team-oriented, aggressive, stable, the higher the teacher's creativity. Teacher work ability can be improved through strengthening interpersonal communication because there is a positive effect of interpersonal communication on teacher work ability. Thus the better a teacher's interpersonal communication which is manifested in the delivery of information, empathy, feedback on the information conveyed, receiving information, effective use of time, and the same perception of the information conveyed, the higher the teacher's work ability. Teacher personality can be improved through strengthening organizational culture and interpersonal communication because there is a positive influence of organizational culture on teacher personality. Thus, the better the organizational culture in which a teacher works, which is manifested in innovation and risk taking, attention to detail, results-oriented, human-oriented, team-oriented, aggressive, stable, the better the teacher's personality and the better the teacher's interpersonal communication. which is manifested in the delivery of information, empathy, feedback on the information conveyed, receipt of information, effective use of time, and the same perception of the information conveyed, the better the teacher's personality.

Implications

If the creativity of teachers in SMP Negeri throughout Central Jakarta is to be improved, it is necessary to improve organizational culture. If the head of SMP Negeri Se Central Jakarta improves the organizational culture of teachers related to innovation and courage to take risks, attention to detail, results-oriented, human-oriented, team-oriented, stable to achieve the expected goals. Increasing interpersonal communication can be done by increasing interpersonal communication indicators such as: sending information, empathy, feedback on the information conveyed, receiving information, using time effectively, and the same perception of the information conveyed. Interpersonal communication indicators that can be further developed in increasing teacher creativity include teacher efforts to improve the quality of interpersonal communication in terms of delivering messages

and exchanging good information among teachers and generating feedback, so that messages and information can be understood and conveyed properly. If the creativity of SMP Negeri teachers in Central Jakarta is to be improved, it is necessary to improve personality. The implication is to improve teacher creativity, it is necessary to improve teacher personality through providing opportunities for teachers to attend training, seminars both national and international, further education and perform tasks in accordance with school regulations. Therefore, leadership support is needed so that teachers can develop their knowledge by actualizing their potential through teacher creativity, namely increasing professional competence which includes mastery of material and mastery of scientific structure and methodology. The implication is that to improve teacher creativity, it is necessary to improve work ability, namely by improving attitudes in managing schools with quality assurance standards. Schools must start by getting used to improving the work ability of their teachers by implementing the National Education standards as stipulated in Government Regulation No. 19 of 2005.

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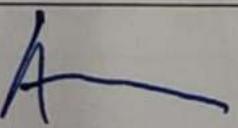
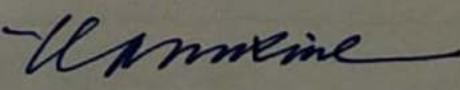
Judul Jurnal Ilmiah (Artikel)	:	<i>Improving Teacher Creativity through Strengthening Organizational Culture, Interpersonal Communication, Personality and Work Abilities in Jakarta</i>
Jumlah Penulis	:	4 Penulis
Status Pengusul	:	Penulis Ketiga
Identitas Jurnal Ilmiah		
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Bogor, November 2021

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CATATAN PENILAIAN

Artikel cadas layak dan sesuai bantuan jurnal. Pembahasan sedikit terbatas secara mendalam dan komprehensif. Data yang disajikan layak dan mutakhir, metodologi sesuai, unsur kerjatit layak dan penarbit berkaitan baik.

Bogor, November 2021

Reviewer 2,

Prof. Dr. Thamrin Abdullah, MM., M.Pd.
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IMPROVING TEACHER CREATIVITY THROUGH STRENGTHENING ORGANIZATIONAL CULTURE, INTERPERSONAL COMMUNICATION, PERSONALITY AND WORK ABILITIES IN JAKARTA

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Abstract: This study aims to analyze to increase creativity through efforts to see the influence of organizational culture, interpersonal communication, teacher personality, and work ability of the teachers of public junior high school (SMPN) in Central Jakarta. The research was conducted during the Covid-19 pandemic in March 2020 to January 2021 with the population of this study were all teachers of public junior high school in Central Jakarta, Indonesia amounting to 1,114 teachers. The selected sample was 243 teachers with the Cochran formula and was taken using proportional random sampling technique. This study uses quantitative research methods with normality, path analysis, T and F tests, and coefficient of determination. The results of this study concluded that organizational culture, interpersonal communication, personality and abilities significantly influence creativity. Creativity is needed in order to improve the quality of education because creativity is the soul of the development or change and progress of a nation. Education in schools should prioritize efforts to develop creativity, by providing opportunities for the creation of a learning climate that supports the achievement of these goals. The better the organizational culture, teacher personality and work ability where a teacher works that is manifested in innovation and risk taking, attention to detail, results-oriented, human-oriented, team-oriented, aggressive, stable, the higher the teacher's creativity will be. The better a teacher's interpersonal communication which is manifested in the delivery of information, empathy, feedback on the information conveyed, receiving information, effective use of time, and the same perception of the information conveyed, the higher the teacher's work ability.

Keywords: Organizational Culture, Interpersonal Communication, Teacher Personality, Work Ability, and Creativity

1. Introduction

Creativity is needed in order to improve the quality of education because creativity is the soul of the development or change and progress of a nation. Education in schools should emphasize efforts to develop creativity, by providing opportunities for the creation of a learning climate that supports the achievement of these goals. So teacher creativity has become a demand that must be developed immediately, especially for the teacher of public junior high school.

Some other indications of the low level of teacher creativity, among others, are that teachers still use the old conventional learning pattern, namely teaching and having practice assignments, so that students get boredom and students experience boredom in learning and teachers feel they have enough knowledge, so they are less motivated. Teachers should be more creative in carrying out the learning process by exploring and looking for ways of learning that are more effective, easily understood and liked by students, which will generate interest in students and ultimately improve student achievement.

The indications of the above problems are considered to be the benchmarks that the creativity of the teachers of public junior high school in Central Jakarta, Indonesia is still low. Lack of teacher creativity also results in lower student achievement and creativity. If this condition continues, the quality of education and the quality of human resources will continue to lag behind with other countries. Several factors are thought to be associated with the growth of teacher creativity, among others, work motivation, interpersonal communication, organizational culture, principal supervision, work environment, teacher work ability, personality, leadership style and possibly other factors.

One of the factors related to teacher creativity is organizational culture. The development in the world of education in Indonesia is currently increasing rapidly and rapidly resulting in cultural changes. Schools are required to have a culture that differentiates them from other similar organizations. Accelerated environmental

change results in changes in school culture, the success of a school is not only supported by school culture, but also how the school fosters creativity which is understood as an individual's psychological bond to the school.

The teachers at public junior high school in Central Jakarta found that the values that had existed gradually began to fade, such as the young people who have to respect the old, those who work longer with the new work, the educated with the less educated. So that researchers see teachers in doing their work only based on fear of superiors or leaders if they make mistakes, not based on the values of loyalty to the organization. The description of this phenomenon can only be an individual trait, but if it continues it is likely to become organizational behavior, it is also feared that it will affect the belief in the values that exist in the organization such as hard work, loyalty to school, and doing a good job.

Teacher creativity can be developed if there is a strong will and encouragement or motivation for achievement, adequate facilities and infrastructure and there is appreciation. The learning atmosphere must be pleasant both physically and psychologically, because in unpleasant learning it can result in the teaching and learning process experiencing boredom, monotony, unpleasant classroom environment, less responsive teachers, to the problems of their students and a lack of understanding of students.

Interpersonal communication plays a role in increasing one's motivation because with a person's interpersonal communication skills in interacting or building relationships with other people through interpersonal communication, small problems will be resolved because of good interpersonal communication. If there is no interpersonal communication in an organization, then small problems will not be conveyed to superiors or to colleagues so that they can cause big problems.

Personality is actually an abstract problem, it can only be seen through appearance, action, speech, dress, and in dealing with every problem. Personality that is actually abstract, difficult to see or know for real, what can be known is the appearance or marks of all aspects and aspects of life. The personality of the teacher has a very big share of the success of education, especially in learning activities. This activity is understandable because humans are creatures who like to imitate, including imitating the personality of their teacher. The teacher is not only required to interpret learning, but the most important thing is how the teacher makes learning a place to build competencies and improve the personal qualities of students.

Ability is intended as what is expected in the workplace and refers to knowledge, skills and attitudes which in its application must be consistent and in accordance with the work standards required in the job. Knowledge is the process of human learning about the truth or the right way about something easily and is used as a basis for truth or facts that must be known in a job. With adequate knowledge and education for his position and skilled in doing daily work, it will be easier for him to achieve the expected quality of work.

2. Review of Related Literature

Teacher Creativity

(Schermerhorn et al., 2010) creativity generates the generation of new ideas or unique approaches to solving work problems and exploiting job opportunities. New and fresh solutions and ideas require several stages. This stage consists of five stages including the following: the preparation stage, the concentration stage, the incubation stage, the illumination stage, and the verification stage. The preparation stage is the stage when a person gets based on his experience of facing the complexities of life. The concentration stage is the stage of defining the problem and creating a problem frame so that several alternative solutions to the problem are produced. The incubation stage where a person views this problem from a different point of view so that it produces thoughts that are different from the thoughts that are usually made. The illumination stage is the stage of solving problems based on new and fresh thoughts. The verification stage is the stage of checking the problem has been solved or not.

According to (Hellriegel & Slocum, 2011) creativity is to visualize and implement new ideas or concept or new association between existing ideas or concepts that are novel and useful. So creativity is a way of visualizing, generating and finding new ideas or new concepts that have benefits for others. Indicators of creativity are: 1) New ideas, 2) New concepts, 3) Determining something new, and 4) Producing something new.

(Colquitt et al., 2011) states that creativity is the use of new ideas in working, solving problems and taking innovative actions. The factors include: 1) Enjoy learning new things, 2) Trying to find new opportunities or better ways of working, 3) Confidence in work, and 4) Openness in finding new and better ideas . Creative individuals are basically happy to learn new things so that they can create new ideas and apply them in the form

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of innovative actions with confidence, but do not rule out the possibility of being open to other new ideas to be used as opportunities or ways. Supriadi, (2010) states that teacher creativity is giving birth to something new, both in the form of ideas and real work, which is relatively different from what has been there before. Teacher creativity includes both aptitude traits such as fluency, flexibility and originality in thinking, as well as traits of non aptitude, such as curiosity, likes to ask questions and always wants to find new experiences. Indicators of teacher creativity are: 1) Fluency is the ability to generate many ideas, 2) Flexibility is the ability to present various solutions or approaches to problems, 3) Authenticity is the ability to come up with ideas in original, not cliché ways, 4) elaboration is the ability to describe something in detail, and 5) redefinition is the ability to review a problem based on a different perspective from what many people already know.

Organizational culture

According to(Greenberg & Baron, 2008)) states "Organizational culture as cognitive framework consists of attitudes, values, behavior norms, and expectations shared by organization members" (organizational culture as a cognitive framework consisting of attitudes, values, behavioral norms and expectations that are shared by members of the organization).

(Robbins & Judge, 2017) provides a definition of "Organizational culture refers to a system of shared meaning held by distinguishes the organizations". This definition explains that organizational culture can be interpreted as values, symbols that are understood and understood together, owned by an organization so that members of the organization feel one family and create a condition that members of the organization feel different from other organizations.(Robbins & Judge, 2017) develops organizational dimensions that can be used as a guide in research as follows:

1. Innovation and risk taking, meaning the extent to which members are encouraged to be innovative and ready to take risks.
2. Attention to detail, meaning the extent to which members are expected to pay attention to position, analysis and attention to detail.
3. Results orientation, is the extent to which management focuses on results rather than on the techniques and processes used to achieve those results.
4. People orientation, defined as the extent to which management decisions take into account the impact of the results on the people within the organization.
5. Team orientation, refers to the extent to which work activities are organized based on a team, not based on individuals
6. Aggressiveness, none other than the extent to which people are aggressive and competitive rather than relaxed.
7. Stability, meaning the extent to which organizational activities emphasize attention to the status quo instead of growth.

According to(Daft Richard L., 2016), organizational culture is a pattern of shared values and assumptions about how things can be done in an organization. Culture can be analyzed at three levels, namely:

- a. Artifacts (clothing, behavior patterns, physical symbols, organizational ceremonies, office layouts). Namely: all the things that a person can see, hear and observe and the visions of members of the organization.
- b. Values

Judging from the way people explain and justify what is done can be interpreted from the stories, language and organizational symbols that can be used by members to describe themselves.

- c. Basic assumptions and beliefs. It is at the core of culture and subconsciously guides behavior and decisions.

Interpersonal Communication

(Kadir et al., 2016) states that what is meant by interpersonal communication is the delivery and receipt of information between individuals directly in the form of messages that can be understood by both parties. The factors of interpersonal communication are the transmission of information, sensitivity to other people's feelings, feedback, receipt of information, effective use of time and comfortable conditions when receiving information.

(Gibson et al., 2012) states: "Interpersonal communication is the primary means of managerial communication: on a typical day, over there fourths of manager's communication occurs in face to face interaction". Interpersonal communication is the main way in managerial communication one day, usually more

than a quarter of managerial communication occurs face-to-face. The factors that characterize it, namely: a) openness, b) honesty, c) feedback.

Active listening (Active listening), is the process of active decoding and understanding verbal messages. Listening requires cognitive attention and information processing. (Rivai & Mulyadi, 2012) suggest that interpersonal communication is behavior-oriented until the emphasis is on information processing, from one person to another. Interpersonal communication can be effective if you pay attention to: a. Openness for everyone to interact, b. Empathy, trying to feel in the same way as other people, c. There is support with other people, d. positive attention is communicated, and e. There are similarities between the people who communicate.

(Gibson et al., 2012) states that "interpersonal communication, communication that flow between individuals in face-to-face and groupsituations". Communication flows from one person to another in face-to-face or group meetings.(Gibson et al., 2012) stated that improving interpersonal communication by utilizing two strategies, namely:

- a. Disclosure (exposure) is a process that is used by oneself to increase information known to others, because the process sometimes puts oneself in a vulnerable position.
- b. Feedback (feedback), the use of feedback depends on one's willingness to listen and the willingness of others to give it. The feedback obtained depends on the active cooperation of others.

Personality

(Gibson et al., 2012), states that personality is a set of characteristics, tendencies and temperaments (individuals) that are relatively stable and are significantly shaped by genetic / hereditary factors, social, cultural and environmental factors. According to him, personality has five dimensions: 1) Conscientiousness has a hardworking, diligent, organized and continuous attitude, 2) Openness (extroversion), which is the level at which a person is sociable, gregarious and assertive, 3) agreeableness, which is the level of work well with others, sharing trust, warmth and being able to work together, 4) Emotional stability, namely one's ability to deal with pressure calmly, focus and confidently and 5) Openness to experience (openness to experience), namely one's interest in things. new.

Colquitt, Lepine and Wesson (2011: 295) state that personality refers to and tendencies in society that explain the characteristic patterns of thought, emotion, and behavior. According to him, there are five personality factors, namely 1) Conscientiousness, 2) Agreeableness, 3) Being calm and not easily anxious (Neuroticism), 4) Openness to experience (Openness to Experience) and 5) Openness (Extroversion).

According to(Sedarmayanti, 2012), personality can be interpreted as an innate product (Nature) that determines the individual in adapting to the environment (nurture) and forming a culture significantly in each person. There are five dimensions of personality, namely 1) Extraversion, 2) Emotional Stability, 3) Agreeableness, 4) Conscientiousness and 5) Openness to Experience.

Ability

(Wibowo et al., 2019) ability is the ability or potential to master various skills, talents and abilities that are innate or are the results of training used to do something productive. In principle, a person's skills include four things, among others: Basic Literacy Skills. Basic skills are common skills possessed by humans, such as reading, writing and arithmetic. Technical Skill. Technical expertise is a person's expertise related to the knowledge they have, such as calculating accurately, operating various equipment and machines which in essence can help the work or activities undertaken. Interpersonal Skill. Interpersonal skills are a person's ability to interact with other people and colleagues in harmony, where this supports the existence of cooperation with colleagues who will affect the implementation of work. Problem Solving. Solving a problem is a process of activity to argue and solve a problem that becomes an obstacle to achieving a goal by knowing the factors that cause and developing alternatives as options and solutions as the best way out.

(Anggraeni et al., 2018)the ability in this study is all the potential that employees have in carrying out the tasks assigned to them based on their knowledge, attitudes, experience, and education in certain fields of work. The indicators of work ability in this study are: a) Beliefs and Values, b) Skills, c) Experience, d) Personality characteristics.

Wibowo (2013: 93) argues that the ability or ability shows the individual's capacity to realize various tasks at work. According to Wibowo (2007: 102) reveals that there are several factors that can affect the ability of an

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employee, namely as follows: 1) Beliefs and values, 2) Skills, 3) Experience, 4) Personality characteristics, 5) Motivation, 6) Emotional issues.

3. Research Model

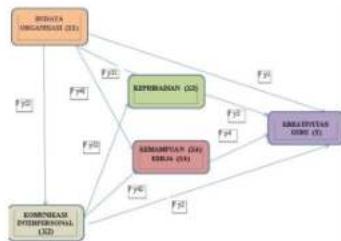


Figure 1. Research Model

Research Hypothesis

Based on a theoretical study and a framework of thought, the hypothesis proposed in this study is as follows:

1. There is a positive direct influence on organizational culture on teacher creativity
2. There is a positive direct influence on interpersonal communication on teacher creativity
3. There is a positive direct effect on personality on teacher creativity
4. There is a positive direct effect of work ability on teacher creativity
5. There is a positive direct influence of organizational culture on the work ability of teachers
6. There is a positive direct effect of interpersonal communication on the work ability of teachers
7. There is a positive direct influence of organizational culture on teacher personality
8. There is a positive direct effect of interpersonal communication on the teacher's personality
9. There is a positive direct influence of organizational culture on teacher interpersonal communication

4. Research methodology

This research was conducted on state junior high school teachers with civil servant status in the Central Jakarta area from December 2019 to September 2020. This research was conducted using a survey method through questionnaires and tests with a path analysis approach. In this study, there are four variables to be studied, namely organizational culture (X1), interpersonal communication (X2), personality (X3), work ability (X4) and teacher creativity (Y). Each statement item is given five answer choices which indicate the lowest to the highest level according to the Likert scale. The lowest score was given a score of 1 and the highest was given a score of 5. The research was conducted during the Covid-19 pandemic in March 2020 to January 2021 with the population of this study were all teachers of public junior high school (SMPN) in Central Jakarta who were civil servants and based on data from the Central Jakarta City Education Sub-Department in 2019, there were 1,114 teachers spread across eight sub-districts with a total of 36 school. In this study, the sample was taken from the population using the stratified random sampling technique, followed by proportional random sampling using the Cochran formula (1991) obtained 243. Data were analyzed using descriptive statistical analysis, validity, reliability, normality, coefficient of determination and path analysis.

5. Research result

The data were obtained through measuring the variables of teacher creativity, organizational culture, interpersonal communication, personality and work ability based on the responses of respondents to the items of the instruments of these variables. Data collected from a sample of 243 Junior High School Teachers in Central Jakarta.

Table 1. Data Statistic Descriptive

Statistic Descriptif	Creativity	Organizational Culture	Interpersonal Communication	Personality	Work Abilities
Sampel	243	243	243	243	243
Mean	134,7	136,4	145,3	158,5	19,9

Modus	139	144	150	154	20
Median	135,0	138,0	145,0	159,0	5,4
Standard Deviation	20,7	15,0	13,4	12,7	20,0
Variant	428,4	225,1	178,7	161,3	28,6
Range	89,0	80,0	80,0	62	26
Minimum	90,0	84,0	89,0	123	4
Maksimum	179,0	164,0	169,0	185	30
Class Range	9	9	9	9	9
Length of Class	10	9	9	7	3
Total Scor	32.73 2	33.151	35.312	38.507	4.839

Source:Data Processed by Researchers with SPSS, 2021

This means that the distribution of the empirical score is in the medium score area. Thus teacher creativity in this study is relatively moderate. This means that the distribution of the empirical score is in the high score area. Thus, the organizational culture of teachers in this study is relatively moderate. The number of teachers in the category of having high interpersonal communication 60.49% is still high and looks not comparable to teachers who have interpersonal communication in the low category 1.64% and 37.85%. The number of teachers in the category of having high personality 32.93% is still low and does not seem comparable to teachers who have personalities in the low category of 13.58% and being 53.50%. The number of teachers in the high category of 39.51% is still low and does not appear to be comparable with teachers who have abilities in the low category of 8.64% and 60.49%.

Normality Test

For the normality of the error distribution using the Liliefors Test. Error normality testing is carried out to determine that the observed sample comes from a normally distributed population.

Table 2. Normality Test

No	Independence variable on Dependent Variable	N	Sig	α	Keputusan
1	X1 on Y	24 3	0,509	0,05	Normal
2	X2 on Y	24 3	0,667	0,05	Normal
3	X3 on Y	24 3	0,812	0,05	Normal
4	X4 on Y	24 3	0,739	0,05	Normal
5	X2 on X4	24 3	0,084	0,05	Normal
6	X1 on X4	24 3	0,985	0,05	Normal
7	X1 on X3	24 3	0,290	0,05	Normal
8	X2 on X3	24 3	0,844	0,05	Normal
9	X1 on X2	24 3	0,630	0,05	Normal

Source:Data Processed by Researchers with SPSS, 2021

Test of Significance and Linearity of Regression and Correlation Coefficients

The significance and linearity tests obtained the following data: (1) Organizational Culture (X1) on Teacher Creativity (Y) with a regression equation = -41.051 + 1.288 X1; (2) Interpersonal Communication (X2)

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on Teacher Creativity (Y) with a regression equation = $-69,298 + 1,404X_2$, (3) Personality (X3) on Teacher Creativity (Y) with a regression equation = $-111,437 + 1,553X_3$, (4) workability (X4) on Teacher Creativity (Y) with a regression equation = $61,426 + 3,680X_4$, (5) Organizational Culture (X1) on Work ability (X4) with a regression equation = $-26,815 + 0,342X_1$, (6) Interpersonal Communication (X2) on Work ability (X4) with a regression equation = $-33,945 + 0,371X_2$, (7) Organizational Culture (X1) on Personality (X3) with a regression equation = $46,782 + 0,818X_1$, (8) Interpersonal Communication (X2) on Personality (X3) with produces a regression equation = $31,339 + 0,875X_2$, (9) Organizational Culture (X1) on Interpersonal Communication (X2) with a regression equation = $32,912 + 0,823X_1$.

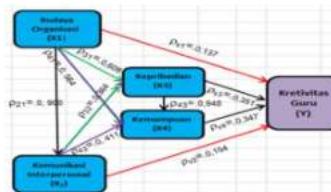


Figure 2. Path Analysis
Source: Data Processed by Researchers with SPSS, 2021

Tabel 3. FTest and Sig

N o.	Model Relationship between Variables	Fcount	F Table	SigTest Results
1	X1 on Y	1644	3,880	Significant
2	X2 on Y	1113	3,880	Significant
3	X3 on Y	2387	3,880	Significant
4	X4 on Y	2303	3,880	Significant
5	X1 on X4	1665	3,880	Significant
6	X2 on X4	1443	3,880	Significant
7	X1 on X3	1878	3,880	Significant
8	X2 on X3	1343	3,880	Significant
9	X1 on X2	1030	3,880	Significant

Source: Data Processed by Researchers with SPSS, 2021

Analysis of the Relationship Model of the Path Between Variables in Substructure-1



Figure 3. Relation Model between variables in Substructural-1

Table 4. Path Coefficient Value in Substructure-1

Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error			
1 (Constant)	-45.848	10.279		4.461	.000

Budaya organisasi (X1)	.190	.075	.137	2.53 1	.012
Komunikasi Interpersonal (X2)	.256	.081	.154	3.16 0	.002
Kepribadian (X3)	.572	.102	.351	5.60 9	.000
Kemampuan kerja (X4)	1.344	.230	.347	5.84 3	.000

a. Dependent Variable: Kreativitas Guru

Source: Data Processed by Researchers with SPSS, 2021

e1 is = 0.253. On the basis of the results of this calculation, the framework for the empirical causal relationship of variables X1, X2, X3, X4 to Y in the-1 substructure is as follows: $= 0.137X1 + 0.154.X2 + 0.351X3 + 0.347X4 + 0.253.e1 .. R^2YX4321 = 93 , 6\%$. The influence of other variables outside of X1, X2, X3, X4 on Y is e1 = 0.253.

Table 5. Summary of the Results of the Empirical Model on the substructural-1

Model	R	R square	Adjusted R Square	Std Error of the Estimate
1	.967 ^a	.936	.935	5.279

a. Predictors: constant, Budaya Organisasi , Komunikasi Interpersonal, Kepribadian, Kemampuan.

b. Dependent variable: Kreativitas Guru.

Source: Data Processed by Researchers with SPSS, 2021

Causal Relationship Model Between Variables in Substructure -2

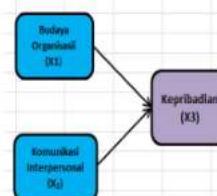


Figure 4. Model Relationship between variables in Substructural-2

Table 6. Value of Path Coefficient on Substructure-2
Coefficients^a

Model	Unstandardized Coefficients		Beta	t	Sig.
	B	Std. Error			
1 (Constant)	37.962	2.767		13.71 7	.000
Budaya organisasi (X1)	.515	.041	.608	12.50 3	.000
Komunikasi Interpersonal (X2)	.346	.046	.364	7.490	.000

a. Dependent Variable: Kepribadian(X3)

Source: Data Processed by Researchers with SPSS, 2021

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e_2 is = 0.303 on the basis of the results of this calculation, then the framework for the empirical causal relationship of variables X1, X2 to X3 in the -2 substructure is as follows: = $0.608X_1 + 0.364 X_2 + 0.303e_2$. .
 $R^2_{X321} = 0.908$.The influence of other variables outside X1, X2 on X3 is $e_2 = 0.303$

Table 7 Summary of Results of the Substructural Empirical Model-2

Model	R	R square	Adjusted R Square	Std Error of the Estimate
I	.953 ^a	.908	.907	3.870

a. Predictors: (constant), Budaya Organisasi, Komunikasi Interpersonal

b. Dependent variable: Kepribadian

Source: Data Processed by Researchers with SPSS, 2021

Causal Relationship Model between Variable on Substructure-3

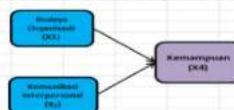


Figure 5. Relation Model between variables in Substructural- 3

Table 8. Path Coefficient Value on Substructure-3

Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
I (Constant)	-33.306	1.285		-25.923	.00
Budaya organisasi (X1)	.201	.017	.564	12.010	.00
Komunikasi Interpersonal (X2)	.177	.020	.411	8.758	.00

a. Dependent Variable: Kemampuan kerja

(X4)

Source: Data Processed by Researchers with SPSS, 2021

e_3 is = 0.302 on the basis of the results of this calculation, then the framework for the empirical causal relationship of variables X1, X2 to X4 in the 3 sub-structure is as follows: = $0.5648X_1 + 0.411 X_2 + 0.302e_3$.
 $R^2_{X421} = 0.909$.The influence of other variables outside X1, X2 on X4 is $e_3 = 0.302$

Table 9. Summary of the Results of the Empirical Model on the substructural-3

Model	R	R square	Adjusted R Square	Std Error of the Estimate
I	.954 ^a	.909	.909	1.618

c. Predictors: (constant), Budaya Organisasi ,Komunikasi Interpersonal

d. Dependent variable: Kemampuan kerja

Source: Data Processed by Researchers with SPSS, 2021

Causal Relationship Model Between Variables in Substructure-4

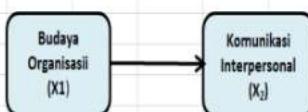


Figure 6. Model Relationship between variables in Substructural-4

Table 10. Path Coefficient Value on Substructure-4

Model	Coefficients*				
	B	Unstandardized Coefficients	Standardize d Coefficients	t	Sig.
1 (Constant)	32.912	3.523		9.342	.000
Budaya Organisasi (X1)	.823	.026	.900	32.08 8	.000

a. Dependent Variable: Komunikasi Interpersonal (X2)

Source: Data Processed by Researchers with SPSS, 2021

The magnitude of e4 is = 0.436. On the basis of the results of this calculation, the empirical causal relationship framework of the variable X1 to X2 in the 4 substructure is as follows: = 0.90.X3 + 0.436e5 ; R²X21 = 81.0%. The influence of other variables outside X1, on X2 is e4 = 0.436

Table 11. Summary of Empirical Model Results on substructural-5

Model	R	R square	Adjustd R Square	Std Error of the Estimate
1	.900 ^a	.810	.810	5.833

a. Dependent variable: Kemampuan kerja

Source: Data Processed by Researchers with SPSS, 2021

6. Discussion of Research Results

Organizational Culture (X1) on Teacher Creativity (Y)

From the calculation results obtained the path coefficient value = 0.137 with tcount = 2.531, while ttable at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning tcount > ttable then according to the Ho reject test criteria and accept H1. Thus there is a positive direct influence of organizational culture variables (X1) on teacher creativity (Y). This means that the stronger the organizational culture (X1) of individual teachers will increase the creativity of teachers (Y) SMP Negeri Se Central Jakarta. The results of this study have provided a direction that organizational culture is closely related to the professionalism possessed by teachers. Teacher creativity in carrying out their duties / profession is determined by the organizational culture factors that have been applied by school leaders. This opinion can be interpreted as the process of a leader when he distributes authority to his subordinates. The application of organizational culture is to form individuals to become independent so that the creativity of each teacher is needed in order to increase the ability of teachers according to their expertise. Several previous studies have proven that organizational culture has a positive relationship with creativity. (Rastgo, 2017), conclude that there is a very significant relationship between organizational culture and creativity, with a correlation coefficient of $r = 0.69$ ($p < 0.01$). Furthermore Dede Sumarni (2017) also concludes that there is a relationship between organizational culture and teacher creativity through a correlation coefficient of 0.400 ($p < 0.01$) a determination coefficient of 16.00%. Furthermore, (Lee & Tan, 2012) stated that to increase employee creativity, first a supportive work environment is needed; second, there is communication and leadership support to employees to be creative; third, the existence of organizational support and an innovative climate in developing employee creativity.

Interpersonal Communication (X2) on Teacher Creativity (Y)

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From the calculation results obtained the path coefficient value = 0.154, with tcount = 3.160, while the t table at the real level $\alpha = 0.05$ obtained t table = 1.970 means tcount > ttable then according to the Ho reject test criteria and accept H1. Thus there is a positive direct influence of the Interpersonal Communication variable (X2) on teacher creativity (Y). This means that the stronger Interpersonal Communication (X2) on individual teachers will increase the creativity of teachers (Y) SMP Negeri Se Central Jakarta. Thus these findings are in accordance with the theory put forward earlier, that interpersonal communication in this study uses six indicators including information delivery, empathy, feedback on information conveyed, information reception, effective use of time, and the same perception of information submitted is the main reference for all teachers in SMP. Effective interpersonal communication will be able to provide the greatest opportunity for teachers to cooperate and participate in activities at school. Interpersonal communication does not always run well, here the researcher sees that the initial observations at the State Junior High School in Central Jakarta encountered several obstacles. Barriers that usually arise are one-way messages, excessive message content and a lack of communicators or communicants during learning and usually these obstacles rarely occur. Teachers need to have the skills to ask questions to pretest before the learning process takes place, these activities will certainly stimulate students to take part in learning activities. The results of this study are supported by research conducted by (Lee & Tan, 2012) which reveals that to increase employee creativity, one of which is communication and leadership support to employees to be creative. Furthermore, (Sari, 2012) concludes that there is a significant positive relationship between the intensity of family communication and the learning creativity of students of SMP Negeri 19 Bekasi with a correlation coefficient value of 0.651 ($p < 0.01$).

Personality (X3) on Teacher Creativity (Y)

From the calculation results obtained the path coefficient value = 0.351 with t count = 5.609, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning tcount > ttable then according to the Ho reject test criteria and accept H1. Thus there is a positive direct influence of personality variables (X3) on teacher creativity (Y). This means that the stronger the personality (X3) of the individual teacher will increase the creativity of the teacher (Y) SMP Negeri Se Central Jakarta. Creativity and personality are two things that influence the learning process. This is because teachers' creativity is not only required to master the knowledge being taught and have a set of teaching knowledge and technical skills but also to display a personality that is able to be an example for their students. This means that a teacher must have mental characteristics that are stable, patient, forgiving, mentor, humorous, and have good behavior. As part of the existence of a teacher who reflects his role and duties as a role model for his students in school. This is in accordance with the theory put forward by (Gibson et al., 2012), which states that personality is a set of characteristics, tendencies and temperaments (individuals) that are relatively stable and are significantly shaped by genetic / hereditary factors, social, cultural and environmental factors. Personality is one of the factors that can be continuously improved so that teachers can optimize their function in carrying out their duties to achieve the best educational goals. The increase in the personality of the teacher, the higher the creativity value of the teacher. Creative individuals have the characteristics of awareness and sensitivity to problems, good memory, and a high level of adaptability.

Ability (X4) towards Teacher Creativity (Y)

From the calculation results obtained the path coefficient value = 0.347 with t count = 5.843, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning tcount > ttable then according to the Ho reject test criteria and accept H1. Thus, there is a positive direct effect of the work ability variable (X4) on teacher creativity (Y). This means that the stronger the work ability (X4) of individual teachers will increase the creativity of teachers (Y) of SMP Negeri Se Central Jakarta. In this case, the teaching profession as a special field of work is required to have a commitment to improve the quality of education. Therefore, the value of excellence that teachers must have is creativity. However, creativity is not always owned by teachers with high academic abilities and intelligence. This is because creativity does not only require skills and abilities, it also requires will and motivation. Creativity is the ability to provide new ideas and apply them in problem solving, through creativity there will be the ability to provide new ideas and apply them in problem solving. (Sintaasil et al., 2014) in his research measuring creativity into four types of dimensions as Four P's Creativity based on the Rhodes theory, namely the Person, Process, Press and Product dimensions. The person dimension is the ability or skill that is in a person, which is closely related to talent. The process dimension focuses on the thought process so as to generate unique ideas. Creativity in the press dimension suppresses internal self-motivating factors in the form of desire and desire to create or engage in creative self, as well as external drives from the social and psychological environment. Lastly, the product dimension focuses on the product or what is produced by individuals, either something new / original or an innovative elaboration / amalgamation. Furthermore, (Hyeon-

sook & Kyung-soon, 2013) concluded in their research that independent learning ability and creativity had a positive correlation with the correlation coefficient $r = 0.407$ ($p < 0.01$).

Organizational Culture (X1) on Ability (X4)

From the calculation results obtained the path coefficient value = 0.564 with $t = 12.010$, while the t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the H_0 reject test criteria and accept H_1 . Thus there is a positive direct influence of organizational culture variables (X1) on ability (X4). This means that the stronger the organizational culture (X1) of individual teachers will increase the work ability (X4) of SMP Negeri Central Jakarta teachers. The success of an organization in achieving its goals is largely determined by the ability of its members to transform themselves according to the demands of change and strengthen the organizational culture that can support organizational goals. The organization is entering an era of continuous improvement whose survival is determined by the organization's ability to develop human resource potential.

Interpersonal Communication (X2) on Ability (X4)

From the calculation results obtained the path coefficient value = 0.411 with $t_{count} = 8.758$, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the H_0 reject test criteria and accept H_1 . Thus there is a positive direct influence of the Interpersonal Communication variable (X2) on work ability (X4). This means that the stronger Interpersonal Communication (X2) on individual teachers will increase the work ability (X4) of SMP Negeri Central Jakarta teachers. Interpersonal communication is a mutually beneficial combination of norms, values, training, beliefs, and assumptions / responses that affect the behavior of individuals or groups that are divided into a framework of differences that are defined as steps or actions that are sometimes taken at school. Effective communication between superiors and subordinates or between personnel is absolutely necessary to produce the desired performance. Communication can also affect the continuity of organizational activities on an ongoing basis because it involves how superiors motivate, give orders and lead employees, otherwise ineffective communication can hinder the improvement of teacher work ability. Communication can also increase work harmony within an organization or agency if communication is carried out effectively, because effective communication is not only important to do vertically but also horizontally, meaning that interpersonal communication is also important in order to maintain harmony in the work environment so that a good working climate can be created. and the work ability of teachers can also be encouraged to be better.

Organizational Culture (X1) on Personality (X3)

From the calculation results obtained the path coefficient value = 0.608 with $t_{count} = 12.503$, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the H_0 reject test criteria and accept H_1 . Thus there is a positive direct influence of organizational culture variables (X1) on personality (X3). This means that the stronger the organizational culture (X1) of individual teachers will increase the personality (X3) of SMP Negeri Central Jakarta teachers. Organizational culture is a concept of participatory management, delegation, and giving power to lower-level employees to make and enforce decisions. That the measurement of an employee's success can be done through employee empowerment. teachers who are trusted, there is openness, the need to be involved, are given the opportunity to solve problems on their own, feel accepted and respected, and can work according to their abilities. The personality of the teacher can determine the level of success of the process and student learning outcomes. Teachers with the above treatments will slowly have a bond of trust so that they can be ready to work to get high satisfaction. Culture is a pattern of human activity that is systematically passed down from generation to generation through various learning processes to create certain ways of life that are suitable for their environment. Organization can be defined as a container and a tool to achieve goals in which there are norms that must be guided and values that need to be adhered to firmly. The organization has a number of activities (jobs) which are all carried out by its members. Every activity that is carried out requires professional analysis so that the activity can run as planned. If a culture exists within the organization and can be firmly attached, then organizing and controlling its members will be easier to control as individuals control themselves. In addition, the existence of cultures adopted in an organization can affect the attitude or personality of a person in acting, interacting and behaving in social life.

Interpersonal Communication (X2) on Personality (X3)

From the calculation results obtained the path coefficient value = 0.364 with $t_{count} = 7.490$, while the t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the criteria H_0 reject

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and accept H1. Thus there is a positive direct influence of the Interpersonal Communication variable (X2) on personality (X3). This means that the stronger Interpersonal Communication (X2) on individual teachers will improve the personality (X3) of SMP Negeri Central Jakarta teachers. Every teacher works refers to tasks that are carried out based on the competencies that must be possessed as a reliable teacher. Teachers must also be smart, have a good personality, respect others, have an attractive appearance, have a noble character, master the learning material that is being taught, have the right learning strategies or methods, be able to use learning media, and have the goals of each competent.

Organizational Culture (X1) on Interpersonal Communication (X2)

From the calculation results obtained the path coefficient value = 0.823 with t count = 32.088, while t table at the real level $\alpha = 0.05$ obtained t table = 1.970, meaning $t_{count} > t_{table}$ then according to the Ho reject test criteria and accept H1. Thus there is a positive direct influence variable organizational culture (X1) on Interpersonal Communication (X2). This means that the stronger the organizational culture, the Interpersonal Communication (X2) on individual teachers will increase the number of SMP Negeri teachers in Central Jakarta. Basically, organizational culture requires two parties who trust each other, between the teacher and the leader, so that there is no conflict. This shows that if there is no mutual trust between subordinates and leaders between teachers and school leaders, it can lead to role conflicts that have an impact on teacher behavior, such as decreased job satisfaction, personnel transfers, decreased performance, and decreased trust in institutions. The formation of an adaptive and transformative organizational culture is a step towards building an organization in a sustainable manner, enabling individuals to interact and integrate with each other and increase productivity. With the existence of an organizational culture, the teacher will be connected, related, and there will be no obstacles to achieving optimal productivity for the organization. Then the organization has an interpersonal communication that goes well so that communication will affect the work attitude of the teacher. Communication in organizational processes is lacking due to the increasing diversity of individuals in the organization. Then plus the increasing technology makes teachers reduce direct communication and many are busy with personal interests.

7. Conclusions and implications

Conclusion

Teacher creativity can be increased through strengthening organizational culture, interpersonal communication, personality and work ability because there are positive influences on organizational culture, interpersonal communication, personality and work ability on teacher creativity. The better the organizational culture, interpersonal communication, personality and work skills where a teacher works that is manifested in innovation and risk-taking, attention to detail, results-oriented, human-oriented, team-oriented, aggressive, stable, the higher the teacher's creativity. Teacher work ability can be improved through strengthening interpersonal communication because there is a positive effect of interpersonal communication on teacher work ability. Thus the better a teacher's interpersonal communication which is manifested in the delivery of information, empathy, feedback on the information conveyed, receiving information, effective use of time, and the same perception of the information conveyed, the higher the teacher's work ability. Teacher personality can be improved through strengthening organizational culture and interpersonal communication because there is a positive influence of organizational culture on teacher personality. Thus, the better the organizational culture in which a teacher works, which is manifested in innovation and risk taking, attention to detail, results-oriented, human-oriented, team-oriented, aggressive, stable, the better the teacher's personality and the better the teacher's interpersonal communication, which is manifested in the delivery of information, empathy, feedback on the information conveyed, receipt of information, effective use of time, and the same perception of the information conveyed, the better the teacher's personality.

Implications

If the creativity of teachers in SMP Negeri throughout Central Jakarta is to be improved, it is necessary to improve organizational culture. If the head of SMP Negeri Se Central Jakarta improves the organizational culture of teachers related to innovation and courage to take risks, attention to detail, results-oriented, human-oriented, team-oriented, stable to achieve the expected goals. Increasing interpersonal communication can be done by increasing interpersonal communication indicators such as: sending information, empathy, feedback on the information conveyed, receiving information, using time effectively, and the same perception of the information conveyed. Interpersonal communication indicators that can be further developed in increasing teacher creativity include teacher efforts to improve the quality of interpersonal communication in terms of delivering messages

and exchanging good information among teachers and generating feedback, so that messages and information can be understood and conveyed properly. If the creativity of SMP Negeri teachers in Central Jakarta is to be improved, it is necessary to improve personality. The implication is to improve teacher creativity, it is necessary to improve teacher personality through providing opportunities for teachers to attend training, seminars both national and international, further education and perform tasks in accordance with school regulations. Therefore, leadership support is needed so that teachers can develop their knowledge by actualizing their potential through teacher creativity, namely increasing professional competence which includes mastery of material and mastery of scientific structure and methodology. The implication is that to improve teacher creativity, it is necessary to improve work ability, namely by improving attitudes in managing schools with quality assurance standards. Schools must start by getting used to improving the work ability of their teachers by implementing the National Education standards as stipulated in Government Regulation No. 19 of 2005.

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