RECONSTRUCTION ON DEVELOPING TEACHER CREATIVITY THROUGH TRANSFORMATIONAL LEADERSHIP AT SENIOR HIGH SCHOOL

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Abstract

This study aims to find, analyze, and describe information about internal and external factors that contribute to teacher creativity development, alternative strategies that can be determined, and priority strategies that can be applied in teacher creativity development at Senior High School. This research a field research using descriptive-analytic method. Data obtained from observation, literature study, key informants, and experts involved in teacher creativity development at Senior High School. The result of this study indicates three things. First, the internal factors are having an interesting and inspiring vision, but it is inadequate in the availability of infrastructure. External factors are the government's commitment but need to accommodate the increasing demands and expectations of the community towards improving teacher competence. Second, alternative strategies for developing teacher creativity are implementing integration strategies. Third, priority strategies are teacher empowerment-based development blueprints, program synchronization through partnership, enhancing cooperation and partnerships to increase principal managerial competencies and skills, as well as the fulfillment of teachers' facilities and needs.

Keywords

Reconstruction, Strategy, Teacher Creativity Development, Transformational Leadership

1. Introduction

Innovation has become an important tool to keep on anticipating the rapid changes that are full of competition in the current Digital Age. Schools, as well as in business organizations, as suggested by Gautschi [2001] that organizations offering old products and services may no longer be able to survive, especially in developing countries, that is why innovation should be emphasized continuously. This has forced schools to innovate to meet the needs of stakeholders. Innovative ideas and services have become a source of competitive advantage and opportunities for school progress and success meet community needs. Schools will have difficulty surviving if the services provided do not meet expectations.

The success of school as a service industry is determined by the creative and innovative services provided. Ostrom et al. [2010] explained that the success of the service industry relies mainly on innovative services. Moller et al. [2008] also suggested that innovative services play an important role in shaping value creation. Moreover, Chapman et al. [2003] have proven that innovative services have become a means of gaining greater market share. A number of studies prove that innovation is made from creative ideas. Robinson and Beesley [2010] found that innovation and creativity are intrinsically related. Beesley and Cooper [2008] stated that creativity is the emergence of new ideas. In line with this view, Robinson and Beesley [2010] explain that innovation requires the application of creative ideas. On this side, it should be believed that in order to be able to provide innovative services, schools need to develop teacher creativity so that they always get new ideas in developing innovative learning models according to the needs and progress of the times.

The creativity development of teacher needs help, guidance, and direction from the principal. A number of creativity researchers have proven that a leader is a key factor in developing employee creativity. Amabile et al. [2004] in his study reported that the behavior of a leader is a key factor at work that determines creativity among individuals. Shalley and Gilson [2004] suggest that leaders can have a deep contextual impact on employee performance to produce creative and innovative results. Innovation and creativity of employees requires the intervention of leaders to be able to overcome complex problems faced by providing innovative solutions [Williams and Foti, 2011]. That is why, leaders have great strength and influence by providing support, assistance, and guidance to develop creativity. Developing teacher creativity can be done through transformational leadership [Cummings & Oldham, 1997].

This research is important and interesting considering that the leadership literature shows that transformational leaders have a more significant role in creating and forming conditions that facilitate creativity. Even a number of researchers, including Scott & Bruce [1994] and Tierney et al., [1999], show that transformational leaders play a key role and have better relationships with their followers in creating

a supportive climate which promotes employee creativity [Çekmecelioğlua and Özbağb, 2012]. But Vessey et al. [2014] indicated that the empirical research literature is actually unclear. In addition to the positive relationships reported in the empirical research described above, other studies have found an incorrect relationship between transformational leadership and follower creativity [Jaussi & Dionne, 2003]. In fact, Basu & Green's [1997] and Lee [2008] research did not find a significant relationship between transformational leadership and innovative work behavior.

In addition, a meta-analytic study conducted by Hammond et al. [2011] shows that there is a high degree of variation in the strength of the relationship between transformational leadership and creative behavior and innovative followers, which indicates that this relationship depends on other variables such as type of task, role expectations, and followers' characteristics. Moreover, the literature review of Rosing et al. [2011] shows that transformational leadership is not always related to employee creativity in all situations, and further research is needed to identify boundary conditions that moderate this relationship. This study was intended to respond to these matters by trying to reconstruct teacher creativity development through transformational leadership. A number of factors were identified and analyzed that contribute to teacher creativity development. The dimensions of transformational leadership, as developed by Bass [1985], which encouraged the teacher creativity development were also analyzed to reconstruct the teacher creativity development at Senior High School.

2. Internal and External Factors for Teacher Creativity Development

Internal factors for the teacher creativity development at senior high schools include strengths and weaknesses. While external factors, including opportunities and threats. The collected data is processed and analyzed qualitatively by considering the dimensions of transformational leadership to map internal and external factors that influence the teacher creativity development. The results are mapped in the SWOT diagram.

2.1 Internal Factors

Internal Factors Evaluation [Table 1] shows that the main strength possessed by Senior High School in developing teacher creativity is having an interesting and inspirational vision [weight of 0.091, rating 4, score of 0.364]. This vision is interesting and inspiring for 3 reasons. First, it contains 3 intelligences that are aspired to materialize in this school, namely Intellectual [broad-minded], Emotional [independent, disciplined, creative], and Spiritual [personality based on faith to God Almighty] Questions. Second, this vision is always as source of inspiration for the teacher in carrying out their duties and responsibilities. Third, this vision contains multi cultural aspects. The inspiring vision was a very

important factor influencing the teacher creativity development at school. It is a major strength factor which is the key to success that must be maximized. The use of these key success factors must be supported by other factors so that the potential of the school can be maximized and the teacher creativity development can be achieved.

Table 1: *Internal Factor Evaluation (IFE)*

Nu	Strengths	Weight	Rating	Score
1	having an interesting and inspirational vision	0.091	4	**0.364**
2	teachers have motivation and a high commitment at work	0.064	4	**0.256**
3	principal also has adequate competencies	0.070	3	**0.210**
4	the character of the principal who is able to create admiration, respect, and strong trust	0.077	4	**0.308**
5	principal also showed a strong determination to make changes	0.074	4	**0.296**
6	principal acted as mentor	0.066	3	**0.198**
7	principal also showed high confidence in the teacher's ability	0.081	4	**0.324**
	Total	**0.523**		1.956
Nu	Weaknesses	Weight	Rating	Score
1	principal is less able to mobilize and maintain teacher creativity development activities	0.071	1	**0.071**
2	the availability of inadequate school facilities	0.058	1	**0.058**
3	teacher creativity development through training or workshop has not been well programmed	0.077	2	**0.154**
4	the creative behavior of teachers in inadequate learning	0.097	2	**0.194**
5	role of teacher organizations that is less optimal	0.063	1	**0.063**
6	Efforts to meet teacher needs are less optimal	0.110	2	**0.220**
	Total	**0.477**		0.687
	Weighted total score			2.643

Another strength is that teachers have motivation and a high commitment at work [weight 0.064, rating 4, score 0.256]. This can help increase self-confidence, transmit a positive attitude, and create a conducive, comfortable and pleasant climate and learning environment. Matthieu & Zajac [1990] suggest that an important element for improving performance is employee commitment. They conducted a meta-analysis in which the assessment and measures of work were used as performance criteria. In addition, Meyer et.al. [2004] explained that labor is committed to providing benefits to individuals, in terms of job satisfaction and role effectiveness, which in turn benefits the organization. The benefits of commitment to the organization are organizational effectiveness, reduced absenteism and extra behavioral roles [Matthieu & Zajac, 1990]. Mowday et.al. [1982] explain that committed employees are considered more active. Morrow [1993] added that commitment could encourage employees to work harder. Moreover,

Mowday et al. [1982] state that though the relationship between commitment and performance is weak, the level of commitment remains a high influence for the teacher creativity development at school.

The next strength is principal has adequate competencies [weight 0.070, rating 3, score 0.210]. The principal's expertise can increase self-confidence in influencing teachers. Bass and Riggo [2006] stated that leadership must pay attention to followers' self-confidence to commit and participate at work. The principal has responsibilities and important roles in the teacher creativity development program. Bredeson and Olof [2000] identified four key roles of school principal in influencing teacher performance, namely: (1) steward (servant, manager, administrator); (2) models (for inspiring); (3) experts; (4) instructional leaders. The principal should display behavior that is able to create a conducieve work climate to encourage creativity and innovation. Wang et al. [2013] suggested that direct supervisor leadership behavior is an important factor that determines subordinates' perceptions of the work climate. Amabile et al. [2004] reported that the behavior of a leader is a key factor in the work environment that determines creativity among individuals. Creativity researchers have determined that leaders can have a deep contextual impact on employee performance to produce creative and innovative results [Shalley & Gilson, 2004].

Another strength that supports the teacher creativity development is the character of principal who is able to create admiration, respect, and strong trust [weight 0.077, rating 4, score 0.308]. Leaders who show the ideal influence of being willing to take risks and be consistent, can be relied upon to do the right thing because they show a high standard of ethical and moral behavior [Bass & Riggio, 2006]. Furthermore, the principal also showed a strong determination to make changes [weight 0.074, rating 4, score 0.296]. Creativity is the main ability for leaders to promote change [Shalley & Gilson, 2004]. School change is an effort made by school leader to improve school effectiveness [Lunenburg et.al., 2004]. The success of the school in making changes can be seen from the changes in the institutionalized school, with characteristics: 1] sustainable school development, not stalled when program objectives are achieved; 2] not only institutional change, but also school development produces learning; 3] supported by resources that have no negative impact on the school environment and other systems; 4] creating ecological diversity and the capacity of the entire educational and community environment [Sergiovani, 2006].

In an effort to develop teacher creativity, principal acted as mentor [weight 0.066, rating 3, score 0.198]. Mentoring is an effort to support and encourage people to manage their own learning so that they can maximize their potential, develop valuable skills, knowledge and insights to help them develop their career or achieve a better life balance [Parsloe, 2017]. As a mentor, principal gets the trust to guide, assist,

support, and encourage teachers to achieve learning goals, increase their potential to the maximum, develop skills, improve performance, and achieve set goals [Ministry of Education and Culture, 2004]. The principal also showed high confidence in the teacher's ability [weight 0.081, rating 4, score 0.324]. High trust in the ability of the teacher is shown by the principal by giving the opportunity to the teacher in developing creativity through empowerment. Mulyasa [2004] mentions empowerment as an effort to provide resources, opportunities, knowledge and skills to increase capacity in determining their lives so they can participate and contribute to their community.

The main weakness in developing teacher creativity is the availability of inadequate school facilities [score 0.058, weight 0.058, rating 1]. This shows that the fulfillment of school facilities, especially the fulfillment of information technology networks and applications for creative and innovative learning needs, is not yet adequate. In fact, in the 21st century technology has an important role [Linston, 2002]. In organizations, including schools, data networks have become as important as social networks [Baines, 1998]. It cannot be denied that the application of information technology in organizations has proven to be an important factor in the success of many organizations [McClea & Yen, 2005]. Today modern organizations believe that information technology has a positive effect on organizational performance so increasing investment in information technology is a necessity [Muata et.al., 2003]. Therefore, in this millennial era, using information technology is very important for every organization [Kurupparachchi et. al. 2002].

Another weakness of the school is that principal is less able to mobilize and maintain teacher creativity development activities [weight 0.071, rating 1, score 0.071]. Selznick [2015] argues that creative leadership requires the art of building institutions that embody new and long-lasting values, and the creation of conditions that allow future exclusion in the present. Moreover, teacher creativity development through training has not been well programmed [weight 0.077, rating 2, score 0.154]. Horng et al. [2005] explained that the development of creative instructors must begin with training. This has an impact on the creative behavior of teachers in inadequate learning [weight 0.097, rating 2, score 0.194]. In fact, creativity is one of the factors that can affect one's performance, in addition to interpersonal, mental skills for success, communication skills; and initiatives [Furtwengler, 2000]. Nieves et al. [2014] emphasized the need for organizations to promote creative behavior among their employees. Teacher creativity is needed to be able to provide innovative services in learning. Robinson and Beesley [2010] prove that innovation and creativity are intrinsically related. Innovation requires the application of these creative ideas. Ostrom et.al. [2010] found that in the service industry, its success mainly depends on innovative services. In fact, Moller et al. [2008] concluded that innovative services play an important role

in shaping value creation. To overcome this weakness, schools need to design a teacher creativity development program to be able to encourage creative and innovative behavior of teachers.

The role of teacher organizations that is less optimal is also a weakness in the teacher creativity development [weight of 0.063, rating 1, score of 0.063]. While a sense of belonging as part of a group can be built into the teacher organization. Each individual will identify themselves as part of a group. Group success or failure will be felt as their own experience. Each individual identifies himself with his group and tends to base his self-concept and self-esteem on the group [Pratt, 1988]. Knippenberg [2000] explains that sharing common interests in groups will encourage individuals to develop interests, commit and provide positive values for the group and emphasize the importance of the value of welfare and collective groups. Moreover, Brickson's research [2000] supports the notion that individuals who regard themselves as group members often emphasize collective interests.

Efforts to meet teacher needs are less optimal [weight 0.110, rating 2, score 0.220]. In fact, meeting the needs of teachers in mastery and utilization of information technology confirms their personal and social identity. Various studies show that personal and social identity is important because it affects individual self-esteem. Brewer and Gardner [1996] emphasize that individuals with strong personal identities often feel themselves different from others and define themselves based on their own needs, goals, and desires. Moreover, Turner et.al. [1987] found that such people tried to achieve personal distinctiveness by being special in a group, and that would increase their self-esteem.

2.2 External Factors

External Factors Evaluation [Table 2] shows that the main opportunity for the teacher creativity development is the government's commitment to improving the quality of education [weight 0.176, rating 4, score 0.704]. The government's commitment to improving the quality of education was a very important factor influencing the development of teacher creativity at school. One of them is the teacher certification program. Although various studies on teacher certification show different results. Ridwan El-Hariri's research [2011] showed that certification had a low influence on teacher performance. A different thing was found by Kusdinarsah [2011] in his research that there was a significant relationship between teacher certification and increased professional ability of teachers.

Tabel 2: *External Factor Evaluation*

Nu.	*Opportunities*	Weight	Rating	Score
1.	the rapid development of digital technology	0,162	3	0,486
2.	the government's commitment to improving the quality of education	0,176	4	0,704

3.	collaborating with universities in the form of education, research, and community service	0,139	4	0,556
	Total	**0,477**		**1,746**
	Threats			
1.	having not utilized the internet-information technology in learning optimally	0,176	1	0,176
2.	the success of non-formal education institutions in fostering students	0,176	1	0,176
3.	the increasing demands and expectations of the community towards increasing teacher competency	0,204	2	0,408
	Total	**0,556**		**0,760**
	Weighted total score			**2,506**

Another opportunity is that the rapid development of digital technology is an opportunity for teachers to trigger the birth of new ideas about internet-based learning approaches and strategies [weight 0.162, rating 3, score 0.486]. Peter F. Drucker, as quoted by Dryden and Vos [2003], believes that the use of digital communication in new learning techniques will guide the world of education to achieve excellence. Dryden and Vos [2003] provide an example that Japan is the most rapidly reacting country and the foremost committed in connecting education, high-tech international industries, and at work. In fact, efforts to master and use digital technology in learning can be achieved through workshops organized by collaborating with universities in the form of education, research, and community service [weight 0.139, rating 4, score 0.556].

The threat factor for the teacher creativity development is the increasing demands and expectations of the community towards increasing teacher competency [weight 0. 204, rating 2, score 0. 408]. This needs to be anticipated by the teacher as a tough threat that deserves consideration in an effort to develop their competence. In addition, in this digital era the teachers have not utilized the information technology in learning optimally [weight 0.176, rating 1, score 0.176]. This is counter-productive with the ability of students to apply information technology in completing tasks given by the teacher at class. Another threat is the success of non-formal education institutions in fostering students who may lead to the assessment and distrust of some people towards teacher competencies at schools [weight 0.176, rating 1, score 0.176]. This should be considered by teachers to strive to develop their competencies to avoid being underestimated by the people who use their services.

3. Strategy in Developing Teacher Creativity

The results of Internal Factor Evaluation [IFE] obtained 2.643 and External Factor Evaluation [EFE] obtained 2.506.. The evaluation results in Figure 1 place the position of the school in quadrant V

(Hold and Maintain). Strategies that can be taken to optimize the development of teacher creativity are by implementing integration strategies.

IFE weighted

		Strong 3.0 – 4.0	Average 2.0 – 2.99	Weak 1.0 – 1.99
	High 3.0– 4.0	I	II	III
EFE weighted	Middle 2.0 – 2.99	IV	V	VI
	Low 1.0 – 1.99	VII	VIII	IX

Figure 1: *Matrix IFE/EFE Weighted*

The results of Quantitative Strategy Planning Matrix analysis show that the priority of the main strategy choice that must be made by the school is the empowerment of teachers through Subject Teacher Association with a TAS (Total Attractiveness Score) value of 5,328 as seen in Table 3. The performance of an organization is very much determined by human resources. To develop the performance of human resources, training and supervision, the development of creativity can also be done through empowerment. Empowerment has been associated with productivity [Hyatt and Ruddy, 1997]. Conger and Kanungo [1988] stated that empowerment as self-efficacy has relationship to productivity. While Gorn and Kanungo [1980] found that employees who actively participated in decision making were more productive.

Empowered human resources are expected to be highly motivated, creative, and able to develop innovations so that their performance will be better and more perfect. Empowerment leads to a proactive orientation towards jobs, management, and organization [Spreitzer, 1995]. In empowerment, the role of principal as a leader is very important. Wood and Bandura [1989] found that managers have higher level of performance when they feel a self control on the job. Thus, the principal as a leader must always provide motivation, show empathy, trust and commitment, and show effective working relationships. There are several activities that can be done by teachers through empowerment at school, namely: classroom action research, team teaching, focus group discussions, lesson study, and empowerment of Teacher Association.

Table 3: *Quantitative Strategy Planning Matrix Analysis*

N u	STRATEGY FACTORS	WEIGHT	S1		S2		S3		S4		S5		S6	
			AS	TAS	AS	TAS	AS	TAS	AS	TAS	AS	TAS	AS	TAS
	Strengths													
1	having an interesting and inspirational vision	0.091	2	0.182	4	0.364	2	0.182	2	0.182	2	0.182	3	0.273
2	teachers have motivation and a high commitment at work	0.064	4	0.256	3	0.192	4	0.256	2	0.128	3	0.192	3	0.192
3	principal has adequate competencies	0.070	4	0.280	3	0.210	2	0.140	2	0.140	3	0.210	4	0.280
4	the character of the principal who is able to create admiration, respect, and strong trust	0.077	4	0.328	4	0.328	3	0.231	1	0.077	3	0.231	2	0.154
5	principal showed a strong determination to make changes	0.074	3	0.222	3	0.222	3	0.222	2	0.148	3	0.222	2	0.148
6	principal acted as mentor	0.066	4	0.264	2	0.132	4	0.264	2	0.132	3	0.198	4	0.264
7	principal also showed high confidence in the teacher's ability	0.081	4	0.324	4	0.324	2	0.162	1	0.081	4	0.324	2	0.162
	Weaknesses													
1	principal is less able to mobilize and maintain teacher creativity development activities	0.071	1	0.071	1	0.071	2	0.142	2	0.142	1	0.071	1	0.071
2	the availability of inadequate school facilities	0.058	2	0.116	1	0.058	3	0.174	2	0.116	1	0.058	2	0.116
3	teacher creativity development through training or workshop has not been well programmed	0.077	1	0.077	1	0.077	2	0.154	4	0.308	1	0.077	3	0.231
4	the creative behavior of teachers in inadequate learning	0.097	1	0.097	2	0.194	2	0.194	4	0.388	1	0.097	2	0.194
5	role of teacher organizations that is less optimal	0.063	2	0.126	1	0.063	1	0.063	2	0.126	1	0.063	3	0.189
6	Efforts to meet teacher needs are less optimal	0.110	1	0.110	1	0.110	3	0.330	2	0.220	1	0.110	2	0.220
	Opportunities													
1	the rapid development of digital technology	0.162	4	0.648	4	0.648	1	0.162	3	0.486	2	0.324	1	0.162
2	the government's commitment to improving the quality of education	0.176	3	0.528	4	0.744	1	0.176	3	0.528	3	0.528	1	0.176
3	collaborating with universities in the form of education, research, and community service	0.139	3	0.417	2	0.278	1	0.139	4	0.556	4	0.556	1	0.139
	Threats													
1	having not utilized the internet-information technology in learning optimally	0.176	1	0.176	1	0.176	3	0.528	2	0.392	2	0.392	4	0.704
2	the success of non-formal education institutions in	0.176	4	0.704	3	0.528	1	0.176	2	0.352	4	0.704	1	0.176

	fostering students												
3	the increasing demands and expectations of the community towards increasing teacher competency	0.204	1	0.204	3	0.612	4	0.824	2	0.408	3	0.612	3	0.612
	Total		**5.130**		**5.328**		**4.519**		**4.870**		**5.151**		**4.463**
	Strategy Priority		**3**		**1**		**5**		**4**		**2**		**6**

Notes

- The empowerment of teachers through Subject Teacher Association [S1].
- The blue print arrangement of the teacher creativity development based on empowerment [S2].
- The synchronization of teacher creativity development programs at school, research programs and community service, and the government through a partnership program [S3].
- Fulfillment of facilities, facilities, and needs of teachers by utilizing the government's commitment in improving the quality of education [S4].
- Cooperating with the Quality Assurance Agency and tertiary institutions [S5].
- Establishing partnerships with non-formal education institutions to develop teacher competencies, especially Information Technology-based learning is the fifth strategy [S6].

The blue print arrangement of the empowerment-based teacher creativity development [TAS 5.151] is the second priority of strategy. The teacher creativity development is not only based on mere learning needs, but also considering the rapid development of information technology. To meet that expectation, the school should try to capture opportunities for collaborative programs in various fields, especially in the field of research and community service in universities. The ease of obtaining information through the internet must be addressed properly and correctly by teachers by utilizing it in the teacher creativity development program. The internet is used as an alternative product and services by students, so parents and the community may deny the existence and competence of teachers at class. For this reason, the blue print of empowerment-based teacher creativity development is required to be able to support the information technology development program. Establishing partnerships with non-formal education institutions to develop teacher competencies, especially Information Technology-based learning is the fifth strategy [TAS 4.463].

In addition, the third priority strategy is the synchronization of teacher creativity development programs at school, research programs and community service, and the government through a partnership program [TAS 5.130]. The implementation of this strategy can be initiated by cooperating with the Quality Assurance Agency and tertiary institutions [TAS 4,519] as the fourth strategy choice so that the existing research and community service programs are synchronized with the teacher's creativity development program. Senior High School and partner universities act as planners and implementers for teacher creativity development. The government acts as a facilitator and regulator.

4. Conclusion

The results of this study show three things. First, the internal factors that contribute are having an attractive and inspirational vision, but the availability of infrastructure is inadequate. Contributing external factors are the government's commitment, but need to accommodate the increasing demands and expectations of the community towards improving teacher competency. Second, alternative strategies that can be formulated in the development of teacher creativity are implementing an integration strategy. Third, priority strategies that can be applied are teacher empowerment, blue print development based on empowerment, program synchronization through partnership programs, enhancing cooperation and partnerships to improve the competency and managerial skills of principals, as well as fulfillment of teacher's facilities and needs.

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