

Increasing Teachers' Creativity Through Strengthening Organizational Culture and Achievement Motivation

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Abstract

Teacher creativity is an important factor in improving the quality of learning and the quality of education. This study aims to analyze the influence of organizational culture and achievement motivation on teacher creativity. The study used a quantitative approach with a survey method of 150 public elementary school teachers in Depok City. Data were collected using a Likert scale questionnaire and analyzed using path analysis. The results of the study show that organizational culture and motivation for achievement have a positive and significant effect on teachers' creativity. In addition, organizational culture also has a positive effect on motivation to achieve. These findings show that increasing teacher creativity can be done through strengthening a conducive organizational culture and increasing motivation to excel.

Keywords: teacher creativity, organizational culture, motivation to achievement

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INTRODUCTION

The development of education in the 21st century requires teachers to have the ability to think creatively and innovatively in designing the learning process. Teacher creativity is an important factor in creating interesting, meaningful, and student-centered learning. Research shows that teachers' creativity contributes to increased student involvement, critical thinking skills, and quality of learning outcomes (Bereczki & Kárpáti, 2021; Han, 2023).

However, various studies show that teachers' creativity is still not optimally developed. Some teachers still apply conventional learning methods and lack innovation in teaching practices. This condition shows that teachers' creativity is not only influenced by individual abilities, but also by organizational factors and the work environment (Thurlings et al., 2021; Runhaar et al., 2020).

School organizational culture is one of the factors that plays an important role in encouraging teacher creativity. Organizational culture reflects the values, norms, and work practices that develop within the school environment. Organizational cultures that support collaboration, open communication, and appreciation for innovation have been shown to enhance teachers' innovative behaviors (Liu & Hallinger, 2020; Purwanto & Sulaiman, 2023). A positive work environment also creates a sense of psychological security for teachers to try new ideas in learning (Kraft et al., 2020).

In addition to organizational factors, internal factors of teachers also have an important role in increasing creativity, one of which is motivation to excel. Achievement motivation is an internal drive to achieve the best performance and achieve a certain standard of success. Teachers with high achievement motivation

tend to be more proactive in seeking new learning strategies, following professional development, and innovating in learning practices (Collie & Martin, 2020; Lazarides & Warner, 2020).

Research shows that achievement motivation has a positive relationship with teachers' creativity and innovative behaviors (Hu & Qian, 2025; Liu & Zaman, 2025). In addition, a positive organizational culture can also increase work motivation and teachers' commitment to achievement (Yandri & Purwanto, 2025).

Conceptually, teacher creativity is the result of an interaction between organizational factors and individual factors. A conducive organizational culture will increase motivation to achieve, which ultimately encourages the emergence of teachers' creativity in learning. However, research examining the simultaneous influence of organizational culture and motivation for achievement on teacher creativity, especially in the context of basic education in Indonesia, is still limited. Therefore, this study aims to analyze the influence of organizational culture and ach Teacher Creativity

Teacher creativity is the ability to produce new and useful learning ideas, methods, or products in improving the quality of the teaching and learning process. Creativity in the context of education includes flexibility of thinking, originality, elaboration of ideas, and the ability to adapt learning strategies according to the needs of students (Bereczki & Kárpáti, 2021).

Recent research shows that teachers' creativity plays an important role in creating innovative learning and improving the quality of education (Han, 2023). Creativity is also related to teachers' innovative behavior in developing learning media, utilizing technology, and creating an interactive learning environment (Thurlings et al., 2021).

Factors that affect teachers' creativity include individual factors such as motivation and self-efficacy, as well as organizational factors such as school culture and supportive work environment (Runhaar et al., 2020). Indicators of teacher creativity include: 1) Generating new ideas, 2) Thinking openly, 3) Utilizing technology, 4) Perseverance, and 5) Being proactive.

Organizational culture is a system of values, norms, and habits embraced by members of the organization in carrying out work activities. In the context of schools, organizational culture reflects patterns of interaction, cooperation, leadership, and support for innovation.

A positive organizational culture is characterized by collaboration, open communication, participation in decision-making, and appreciation for achievements and new ideas (Liu & Hallinger, 2020). Research shows that organizational culture that supports innovation has a significant influence on teacher creativity and performance (Purwanto & Sulaiman, 2023).

In addition, a conducive organizational culture also contributes to increasing teachers' work commitment and job satisfaction (Yandri & Purwanto, 2025). A supportive work environment will encourage teachers to actively participate in school development and improve the quality of learning. Organizational culture indicators include: 1) work ethics, 2. teamwork, 3) decision-making systems, 4) participation and involvement, 5) discipline and compliance.

Achievement motivation is an individual's internal drive to achieve success, achieve high performance standards, and avoid failure. In the context of education,

achievement motivation encourages teachers to improve professional competence and learning quality.

Research shows that teachers' work motivation is related to work engagement, job satisfaction, and teaching effectiveness (Collie & Martin, 2020). Teachers who have high achievement motivation tend to be more active in seeking learning innovations and participating in professional development (Lazarides & Warner, 2020).

Recent studies have also shown that achievement motivation has a positive relationship with creativity and innovation at work (Hu & Qian, 2025; Liu & Zaman, 2025). Indicators of achievement motivation include) The need for successful work/career; 2) Loves challenging and competitive tasks; 3) Systematic and realisable work; 4) Strong desire to obtain feedback on performance; 5) Work intensively with a sense of responsibility. Motivation achievement on teachers' creativity, both directly and indirectly.

RESEARCH METHOD

This research approach uses a quantitative approach with a survey method through the distribution of questionnaires to Civil Servant Teachers (PNS). The research process is deductive to answer the formulation of the problem formulated through a hypothesis (Ekowati et al., 2024) . Data collection is used research instruments that are analyzed quantitatively using descriptive or inferential statistics so that it can be concluded that the hypothesis formulated is proven or not (Berlianti et al., 2024). Regarding random sampling so that the conclusions of the research results can be generalized to the population where the sample was taken (Ali, 2020). This research was conducted at SMAN Region I Branch of the West Java Provincial Education Office, which is spread across 40 sub-districts in Bogor Regency. The types of data used in this study are primary data and secondary data. Primary data was obtained from the results of the distribution of questionnaires while secondary data was obtained from the Region I Education Office of West Java Province.

In quantitative research, the survey method is used with *path analysis* techniques (Rizanuddin, 2020). The number of affordable populations in this study was conducted using *the Multistage Random Sampling procedure* (Setyaningsih & Rubiati, 2021) with a total of 252 civil servant teachers. Data was collected by questionnaire technique to respondents (Ardiansyah et al., 2023). This research instrument is to measure research variables with achievement motivation variables as intervening variables. Instrument test equipment using *Pearson's Product Moment correlation technique* melalui Validity Test (Yuniarni et al., 2023) and reliability (Hamsah et al., 2020). Through the results of *Alpha Cronbach*, it was found that the research was said to be valid or not and also reliable or not (Malapane & Ndlovu, 2024).

Then for the prerequisite analysis, it is tested first before testing the hypothesis using differential statistics. This test is carried out by normality test, homogeneity test, and linearity test (Indrati et al., 2022).

RESULTS AND DISCUSSION

Research Results

The Influence of Organizational Culture on Creativity

The first hypothesis test was carried out to test the influence of the variable Organizational Culture (X1) on Creativity (Y). To test that Organizational Culture (X1) has a direct positive effect on Creativity (Y), the first statistical hypothesis tested is as follows: H0: $\beta_{y1} \leq 0$ H1: $\beta_{y1} > 0$

From the results of the calculation, the value of the influence coefficient was obtained with $\beta_{y1} = 0.264$. While the tcal value is obtained 4.956, while the ttable at the significance level $\alpha = 0.05 = 1.96$, then the tcal value $>$ the ttable, then H0 is rejected and H1 is accepted. Thus, it can be concluded that Organizational Culture (X1) has a direct positive influence on Creativity (Y).

Pengaruh Motivasi Berprestasi terhadap Kreativitas

The second hypothesis test was carried out to test the influence of the variable Motivation of Achievement (X2) on Creativity (Y). To test that Achievement Motivation (X2) has a direct positive effect on Creativity (Y), the fourth statistical hypothesis tested is as follows: H0: $\beta_{y4} \leq 0$ H1: $\beta_{y4} > 0$

From the results of the calculation, the value of the influence coefficient was obtained with $\beta_{y2} = 0.204$. While the tcal value is obtained 3.253, while the ttable at the significance level $\alpha = 0.05 = 1.96$, then the tcal value $>$ the ttable, then H0 is rejected and H1 is accepted.

The Influence of Organizational Culture on Achievement Motivation

The third hypothesis test was carried out to test the influence of the variables of Organizational Culture (X1) on Achievement Motivation (X2). To test that Organizational Culture (X1) to Achievement Motivation (X2), the fifth statistical hypothesis tested is as follows: H0: $\beta_{x41} \leq 0$ H1: $\beta_{x41} > 0$

From the results of the calculation, the value of the influence coefficient was obtained with $\beta_{x41} = 0.008$. While the tcal value is obtained as 0.117, while the ttable at the significance level $\alpha = 0.05 = 1.96$, then the tcal value $<$ the table, then H0 is accepted and H1 is rejected. Thus, it can be concluded that Organizational Culture (X1) does not have a direct positive effect on Achievement Motivation (X4).

So it can be concluded that there is no positive influence with a very weak category between Organizational Culture (X1) and Achievement Motivation (X4). Thus, it can be concluded that Achievement Motivation (X4) has a direct positive effect on Creativity (Y).

DISCUSSION

The results of the study show that organizational culture and achievement motivation have a positive and significant influence on teacher creativity. These findings confirm that teachers' creativity is not only influenced by individual abilities, but also by the organizational environment and internal psychological factors.

The Influence of Organizational Culture on Teacher Creativity

The results of the study show that organizational culture has a positive effect on teacher creativity. The school environment characterized by teamwork, open

communication, participation in decision-making, and support for innovation provides space for teachers to develop new ideas in learning.

These findings are in line with the research of Liu and Hallinger (2020) who stated that a collaborative school culture can enhance teachers' professional learning and encourage innovative learning practices. Similarly, research by Purwanto and Sulaiman (2023) shows that a strong organizational culture contributes to increased innovation and knowledge sharing skills among teachers.

Theoretically, a positive organizational culture creates psychological safety, which is a condition in which individuals feel safe to try new things without fear of failure. This condition is important in encouraging creativity because innovation always contains risks. Research by Kraft et al. (2020) also confirms that a supportive work environment improves teacher engagement and overall performance. Thus, the more conducive the school organizational culture, the greater the opportunity for teachers to develop creativity in designing and implementing learning.

The Influence of Achievement Motivation on Teachers' Creativity

The results of the study show that achievement motivation has the greatest influence on teachers' creativity. This shows that the internal drive to achieve the best performance is a major factor that encourages teachers to think creatively and innovatively.

These findings are consistent with research by Collie and Martin (2020) which states that work motivation is directly related to professional engagement and the quality of teaching practice. Teachers who have high motivation tend to be more active in looking for new learning strategies and developing themselves in a sustainable manner.

Research by Hu and Qian (2025) also found that achievement motivation is significantly related to creativity and problem-solving skills. In addition, Liu and Zaman (2025) explain that intrinsic motivation increases flexibility of thinking and the courage to take risks in generating new ideas. Conceptually, the motivation to excel increases perseverance in facing challenges, the desire to try new methods, and the commitment to improving the quality of learning. This shows that teachers' creativity does not only depend on ability, but also on the willingness and internal drive to achievement.

The Influence of Organizational Culture on Achievement Motivation

The results of the study also show that organizational culture has a positive effect on achievement motivation. A work environment that provides rewards, support, and opportunities for development can increase work morale and teacher achievement orientation.

This finding is in line with the research of Yandri and Purwanto (2025) which states that a positive organizational culture increases teachers' work motivation and professional commitment. In addition, research by Collie et al. (2020) shows that a supportive school climate correlates with teachers' motivation and work well-being.

Theoretically, a positive organizational culture meets teachers' psychological needs for recognition, social support, and opportunities for growth

Fulfilling these needs increases motivation to excel which ultimately has an impact on increasing creativity.

The Role of Achievement Motivation as a Mediator Variable

The results of the study show that organizational culture not only has a direct effect on teachers' creativity, but also indirectly through motivation to achieve. This shows that a conducive work environment will increase teacher motivation, which in turn encourages the emergence of creative behaviors.

These findings are in line with the innovative behavior model of teachers put forward by Thurlings et al. (2021), which emphasizes that innovation is the result of an interaction between organizational factors and individual psychological factors. Runhaar et al. (2020) also assert that organizational support increases intrinsic motivation which then encourages innovative behavior.

Thus, increasing teacher creativity requires a systemic approach that includes strengthening organizational culture as well as increasing motivation to excel.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that organizational culture and motivation for achievement have an important role in increasing teacher creativity.

First, organizational culture has a positive and significant effect on teacher creativity. A school environment that supports collaboration, open communication, participation, and appreciation for innovation is able to create conducive working conditions for teachers to develop creative learning ideas and practices.

Second, motivation to excel has a positive and significant effect on teachers' creativity. Teachers who have a strong drive to achieve the best performance tend to be more proactive, dare to try new methods, and continue to do professional development.

Second, organizational culture has a positive effect on achievement motivation. A work culture that is supportive, fair, and provides recognition for performance is able to increase the work morale and achievement orientation of teachers.

Third, organizational culture also has an indirect effect on teachers' creativity through motivation to achieve. This shows that increasing teacher creativity requires a systemic approach that includes strengthening organizational factors and psychological factors simultaneously.

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