

The Effect of School Principal Leadership and Teacher Work Motivation on Teacher Creativity in Seram Barat District

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Abstract

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This study aims to determine the effect of principal leadership and teacher work motivation on the creativity of high school teachers in West Seram sub-district. The research method used in this study is a quantitative study with a correlational approach conducted on 5 high schools in West Seram sub-district with a population of 133. The sample was taken by proportional random sampling technique, and with the Slovin formula obtained a sample of 100 people. This study resulted in the following conclusions: 1) There is a positive and significant relationship between the principal's leadership on teacher creativity with an R value of 0.551, the regression line equation shows that $= 75.337 + 0.350$ with a $t_{count} > t_{table}$ or $75.337 > 1.661$ this is evidenced by consulting the R value with the coefficient table for the r value. other than that the regression line equation shows that $= 2.381 + 0.859$. 2) There is a positive and significant relationship between teacher work motivation and teacher creativity with a value of $R = 0.869$, forming a regression line $= 28.880 + 0.749$ and obtained $t_{count} > t_{table}$ or $28,880 > 1.661$. 3) Based on the significance test, the significance test was obtained with $F_{count} = 164.132$ while F_{table} with a significant level $= 0.05$ dk $= 100 - 2 = 98$, then F_{table} value $= 3.938$ It turns out that $F_{count} > F_{table}$ or $164.132 > 3.938$ then H_0 rejected and H_1 accepted means significant or there is an influence of principal leadership and teacher work motivation on teacher creativity.

Keywords: principal leadership, teacher work motivation, teacher creativity

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INTRODUCTION

The development and progress of a country cannot be separated from human resources that can manage natural resources in a country. Reliable human resources can be created through a formal and non-formal learning process. One of the factors that affect the smoothness of the learning process is the leadership of the principal and the work motivation of teachers which, if done well, will influence and encourage teachers to increase creativity in designing and conducting learning.

Traint theory (traits) is a theory that considers the personal qualities and characteristics that distinguish leaders from non-leaders (Robbins and Judge (2015: 249-271). The same is true of Gibson (2013:12), this theory seeks to identify certain traits (physiological, mental and personality) which are related to the success of the leader. Leadership character can be seen from the traits of 1) self-confidence, 2) empathy, 3) ambition, 4) control and 5) curiosity (Asphizain Chaniago: 2017:14).

From the theories above, it can be concluded that good leadership makes a leader can show a positive character so that he can be imitated by the people he leads. Principals who can show good character can be an example and motivation for school residents in carrying out school programs that have been agreed upon by consensus.

Teacher work motivation is the key driving force for a teacher to work not because they are forced or assume that teaching is a routine job, but with high teacher work motivation, teachers are able to increase teacher creativity in designing and carrying out the learning process in the application of the concept of independent learning. Asep (Relisa. SS: 2019: 9), explained that building teacher creativity requires a process, teacher creativity is not born suddenly, there is a process that starts it such as 1) learning from teaching experience, both obtained from own experience and the experience of fellow teachers, 2) a sense of love and affection for students so that they become ideal human beings in the future, 3) there is a deep responsibility for their duties, 4) teachers are active in learning to improve the quality of knowledge, skills and personality related to their responsibilities as teachers.

Based on the results of initial observations made by researchers at high schools in West Seram District, it was found that in West Seram District high schools had not been carried out optimally, this was because the principal was still unable to show character and positive influence in increasing teacher creativity to design and carry out the teaching and learning process well. The work motivation of teachers, which should be a motivating factor for teachers to be creative, is also still low and must be improved. Teachers have not been motivated to participate in self-development activities. This causes the teacher to be less creative in doing. This means that the teacher conveys more material while the students just sit and listen without being active in learning.

The principal must have a leadership character that is applied optimally so that it can have a positive influence and encourage teachers to always design and carry out the learning process well. Likewise with teacher work motivation, every teacher must have high work motivation so that it can encourage teachers to always improve self-development so that teacher creativity in designing and carrying out the learning process can be improved. The higher the teacher's work motivation will make the teacher able to do creativity in learning.

RESEARCH METHODS

This research is a quantitative research with the aim of measuring the influence of principals' leadership and teacher work motivation on teacher creativity. The population in this study were 133 high school teachers throughout the West Seram sub-district spread over the following schools; 55 teachers of SMA Negeri 3 Seram West, 29 teachers at SMA Negeri 12 Seram West, 20 teachers at SMA Al-Fiqri_Talaga Piru, 13 teachers at SMA Muhammadiyah Patinia, 16 teachers at SMA PGRI Pelita Jaya with a total of 133 teachers. Sampling using a *simple random sampling technique* and using the formula (Sugiyono:2017:144). While the determination of the sample for each cluster is proportional allocation with the formula n_i so that the research sample obtained is 100 teachers.

The research variable consisted of the independent variable, namely the principal's leadership (X1) and the teacher's work motivation variable (X2), as well as the dependent variable, namely the teacher's creativity variable (Y). The data collection technique used in this study is a non-test technique in the form of filling out a questionnaire with four answer choices, namely strongly agree (SS), agree (S), disagree (KS) and disagree (TS). The benchmark reference assessment criteria are in accordance with Ratumanan and Laurens (2015) with the following criteria:

Table 1. Criteria for benchmark reference assessment

Value (%)	Letter	Qualification
x 90	A	Very high
80 x < 90	B	High
70 x < 80	C	Medium
60 x < 70	D	Low
x < 60	E	Very low

The technique of data analysis was descriptive statistical analysis and inferential analysis. inferential analysis using simple linear regression and multiple linear regression $Y = ax + bx_1 + bx_2$. Inferential analysis in prerequisite test, namely normality test and linearity test. The analysis process was carried out using the SPSS 25.0 program.

RESULTS AND DISCUSSION

1. Description of the principal's leadership variables

The principal's leadership variable instrument has 44 items and 4 statements, with the highest possible score of 176 and the lowest score of 0. From the calculation results, the *mean* 132.31, the *standard deviation* 10,647, the variance value is 113,368, the *range* is 46, the minimum value 110 and a maximum value of 156. Percentage of respondents' perceptions of principal leadership can be seen in table 2

Table 2. Conversion of principal leadership scores

Interval	f	percentage	Letter	Category
158 – 176	0	0%	-	-
140 – 157	24	24%	B	High
123 – 139	63	63%	C	Medium
105 – 122	13	13%	D	Low
x < 105	0	0%	E	Very low
Total	100	100%		

Source: Data processed from research

Based on table 2, it is concluded that the results of respondents' perceptions of the principal's leadership variable show the distribution of high scores as much as 24% or 24 people and medium scores as many as 63% or 63 people and low scores as much as 13% or 13 people. In general, it is assumed that the principal's leadership is classified in the medium category, meaning that the principal is able to lead well.

2. Description of teacher work motivation.

Analysis of teacher work motivation variables with instrument items as many as 42 statements with the highest possible score of 168 and the lowest score of 0. From the calculation results, the *mean* 123.81, the *standard deviation* 1.840, the variance value is 61,469 , the *range* value 40, the minimum score is 110 and the maximum value is 150. Respondents' perceptions of teacher work motivation can be seen in table 1.3

Table 3. Conversion of teacher work motivation values

Interval	f	percentage	Letter	Category
151 – 168	0	0%	A	Very high
134 – 150	9	9%	B	High
117 – 133	69	69%	C	Medium
100 – 116	22	22%	D	Low
x < 100	0	0%	E	Very low
Total	100	100%		

Source: Processed data of research results.

Based on the table above, it can be concluded that respondents' perceptions of the teacher's work motivation variable are in the high category as many as 9% or 9 people, the medium category 69% or 69 people in the low category 22% or 22 people. Thus, it can be concluded that the work motivation of teachers in general gets a proportion of 69% which states that it is moderate. This means that respondents consider that the work motivation of teachers is classified in the category of having enough work motivation.

3. Description of teacher

creativity Variable of teacher creativity with instruments as many as 40 statements and 4 choices. The highest possible score is 160 and the lowest score is 0. From the calculation results, the *mean* 121.67, the *standard deviation* value 45,738 , the *range* is 37, the minimum value is 106 and the maximum value is 143. The percentage of respondents' perceptions can be seen in table 4

Table 4. Conversion of teacher creativity scores

Interval	f	percentage	Letter	Category
144 – 160	0	0%	A	Very high
128 – 143	9	9%	B	High
112 – 127	73	73%	C	Medium
96 – 111	18	18%	D	Low
x < 96	0	0%	E	Very low
Total	100	100%		

Source: Processed data of research results.

Based on the table above, it can be concluded that the results of respondents' perceptions of the teacher's creativity variable show a high category score of 9% or 9, a moderate score of 73% or 73 people and a low score of 18% or 18 people. it can be concluded that the work motivation of teachers in general is in the medium category. This means that respondents consider that the creativity of teachers is classified in the sufficient category.

Test Requirements Analysis

1. Normality

The normality test is intended to determine whether the distribution of data on the principal's leadership variable (X1), the teacher's motivation variable (X2) and the teacher's creativity variable (Y) is normal. analysis technique of the normality test of research data uses *the Kolmogorov_Smirnov Test* according to the table

Table 5. Results of the analysis of the normality test

No.	Variab le	Kolmogorov_S mirnov (Sig)	Significa nt level (α)	Descri ption	Deci sion
1	Princi pal leadership (X1)	0.200	0.05	0.200 > 0.05	Normal
2	Teach er work motiva tion (X2)	0.120	0.05	0.120 > 0.05	Normal
3	Teach er creativ ity (Y)	0.101	0.05	0.101 > 0.05	Normal

Source: Processed data using SPSS 25 for windows

2) Linearity Test

The results of the linearity test can be made a linear regression line as shown in the image below.

Figure 1.1 linearity curve of principal's leadership on teacher creativity

Figure 1.2 linearity curve of teacher's work motivation on teacher creativity

The output of the scatter plot graph shows that the data plot points form a straight line pattern from bottom left to top right. It shows that there is a linear relationship between the variables X_1 to Y and a linear relationship between the variables X_2 to Y. Because there is a linear relationship between the research variables, one of the assumptions for the regression model in this study has been fulfilled.

3) Research Hypothesis Test

1. Hypothesis testing 1

The analysis uses simple regression analysis and the value of the simple regression equation is obtained by referring to the Coefficient table below:

Table 6. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	75,337	7,105		10,603,000	—
	leadership_principal_school	.350	.054	.551	6,542	.000

a. Dependent Variable: creativity_guru

Source: Processed data using SPSS 25 for windows

From the data above, the constant value (a) is 75,337, while the trust value (b/regression coefficient) is 0.350 so that the regression equation can be written:

$Y = a + bX$ or written $Y = 75.337 + 0.350X$. The equation above can be explained that the consistent value of the participation variable is 75,337, so that for every 1% addition to the trust value, the participation value increases by 0.860 so that it is positive, or it can be concluded that the direction of the influence of the variable X on Y is positive.

To test the simple linear coefficients based on table 1.5 above, we get $t_{count} > t_{table}$ or $75,455 > 1.661$. This means that there is a significant influence between the principal's leadership on teacher creativity. $H0_{rejected}$ and $H1_{is}$ accepted.

2. Hypothesis testing 2

The effect of teacher work motivation on teacher creativity was analyzed using simple regression analysis and obtained a simple regression equation value with reference to the Coefficient table below:

Table 7. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	28,880	5,352		5,396	.000
	motivation_work_guru	.749	.043	.869	17,371	.000

a. Dependent Variable: creativity_guru

Source: Processed data using SPSS 25 for windows

From the data above, the constant value (a) is 28,880, while the trust value (b/regression coefficient) is 0.749 so that the regression equation can be written:

$Y = a + bX$ or $Y = 10.175 + 0.902X$. This means that for every 1% addition to the trust value, the participation value will increase by 0.902. The regression coefficient is positive, so it can be said that the direction of the influence of the variable X on Y is positive.

Simple linear coefficient test obtained $t_{arithmetic} > t_{table}$ or $64.020 > 1.661$. which means that there is a significant influence between teacher work motivation and teacher creativity. $H0_{rejected}$ and $H1_a$ significant influence of teacher work motivation on teacher creativity.

3. Hypothesis testing 3

The effect of principal leadership and teacher work motivation on teacher creativity was analyzed using simple regression analysis and the value of the multiple regression equation was obtained by referring to the Coefficients table below:

Table 8. Coefficients

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta		
1	(Constant)	24,323	5,458		4,456,000	—
	leadership_principal_school	.960	.036	.151	2,693	.008
	motivation_work_guru	.684	.048	.792	14,107	.000

a. Dependent Variable: creativity_guru

Source: Processed data using SPSS 25 for windows

From the above data obtained constant values (a) = 24,323 and $b_1 = 0.960$ and $b_2 = 0.684$ so that the multiple regression model formed is $= 24,323 + 0.960 + 0.684$. This means that every increase in the principal's leadership score will be followed by an increase in teacher creativity of 0.960, if other variables are considered constant and every increase in one teacher's work motivation score will be followed by an increase in teacher creativity of 0.684, if other variables are considered constant.

Based on the significance test above, obtained $F_{count} = 164.132$ while F_{table} with a significant level = 0.05 $dk = 100 - 2 = 98$, then the $F_{table} = 3.938$ It turns out that $F_{count} > F_{table}$ or $164.132 > 3.938$ then H_0 is reject and $H1$ is accepted, meaning that there is an influence of principal's leadership and teacher's work motivation on teacher creativity.

This finding is similar to the results of Simaremare's research (2017) that there is a strong relationship between the principal's leadership regarding the influence of the principal's leadership and the level of creativity of elementary school teachers in Delitua District. While the research findings of Nurpinan Mukhtar (2018) that there is a positive and significant influence simultaneously on the leadership of Madrasah principals and teacher work on the creativity of PNS teachers which is shown by the value of $F_{arithmetic} > F_{table}$ ($15.123 > 3.040$).

DISCUSSION

The results of this study indicate that respondents' perceptions of the principal's leadership are in the high category 24% and the medium category 63%

while 13% are in the low category. This means that respondents assess that the principal's leadership is still in the moderate or sufficient category. The assessment of these respondents varies according to school conditions. There are principals who carry out leadership well, but there are schools whose principals do not carry out leadership well so that it has an impact on learning activities that are less effective as well.

The principal has not been able to show the character and positive influence on the school community. Leadership character that is applied confidently, empathizes with school residents, has good ambitions in developing the quality of education, can control the implementation of school programs and has a high curiosity to identify and find solutions to problems at hand. Leadership that is carried out optimally can motivate and encourage school residents, especially teachers, to take part in self-development activities to become creative teachers to carry out learning optimally and to be able to apply the concept of independent learning.

The principal must be able to demonstrate the character of leadership that can be influenced by the school community. Being a school principal is expected to understand that in achieving success, you must understand the key to a leader's success. (Mulyasa, in Handoko 2015:4). The obligations that must be carried out by subordinates depend on the role of the principal (Noviyandri Djafri, 2016:25). If the principal is able to encourage his subordinates, activities to achieve school goals will be achieved according to the plan. The principal must be able to become an agent of change for the better so that the principal must be authoritative, have leadership effectiveness in accordance with the demands and expectations of the school community, and have high work discipline against the rules, have intelligent management knowledge intellectually and emotionally, independent and superior. to compete in the field of education.

The work motivation of high school teachers in West Seram District should also be increased because according to respondents' perceptions, teacher work motivation is in the high category as much as 9%, the medium category 69% and the low category 22%. So it can be concluded that in general the work motivation of high school teachers in the West Seram sub-district is still in the sufficient category with a percentage of 69%. This happens because there are still many teachers who only carry out learning tasks as routine tasks, so that it is carried out without preparation of learning tools that have an impact on learning to be unattractive.

Salusu (Kompri 2016:74) states that someone is willing to do work because it is driven by motivation. Work motivation is driven by internal dimensions and external dimensions (Hamzah B. Uno 2016:72-73, while the characteristics of teachers with high work motivation are: 1) like the responsibility to solve problems, 2) tend to set difficult targets and dare to take risk, 3) having clear and realistic goals, 4) more concerned with real feedback about the results of their achievements and 6) while with the tasks they do and always want to complete them perfectly (McClelland in Khusnul Wardan: 2020, 132).

High teacher work motivation and good principal leadership can have a positive effect on increasing teacher creativity. Teachers with high creativity can design learning tools, create learning resources or media and carry out learning

according to the stages in the learning implementation plan (RPP) that has been compiled. If this is done, the teacher can carry out learning to the maximum, can manage the class so that it always pays attention to students to activate and make students participate in learning.

Respondents' perceptions of the creativity of high school teachers in the West Seram sub-district were in the high category as much as 9%, the medium category 73% and the low category 18%. This means that the work motivation of teachers in general is in the medium category or classified in the sufficient category. This can happen because the principal's leadership and teacher work motivation are still in the moderate or sufficient category, which has an impact on the lack of teacher creativity in designing and carrying out learning optimally to apply the concept of independent learning so that students can be active and participate in learning.

Quality learning requires teacher creativity (Ratumanan 2019: 22). Professional teachers must be able to develop themselves to be more creative in using all learning resources according to the needs of students and the willingness of learning resources in nature. To increase the creativity of teachers can not be separated from the influence of the principal's leadership and good teacher work motivation. This is in line with the statement from Firmawati (2017) that the tendency to increase the combination of work motivation and principal's leadership will be followed by an increase in teacher creativity.

CONCLUSIONS AND RECOMMENDATIONS

The influence of the principal's leadership is important to make changes in the quality of school residents to always develop themselves in following professional activities so that there is motivation to carry out learning as a mandate and not a routine task. If these two factors can be done, the teacher will always increase creativity in designing lesson plans (RPP), create learning resources that are suitable for the material and learning styles of students and then carry out learning according to the stages that have been designed. High teacher creativity in learning can encourage students to be active and participate in learning so as to prevent verbalism habits in students.

SUGGESTIONS

In accordance with the conclusions above, the suggestions that can be given include:

1. Hopefully the results of this study can be used as a reference for conducting further research related to the leadership of school principals.
2. Hopefully the principal can apply leadership in educational institutions to the fullest.
3. Hopefully teachers always increase creativity so that they can design and conduct learning creatively and effectively according to the needs and learning styles of students

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