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Analysis of Quality Improvement in Learning through Strengthening Visionary Leadership and Teacher Creativity

Nurlaila Muhammad[1*], Soewarto Hardhienata[2], Sri Setyaningsih[3]

[1,2,3]Universitas Pakuan, Indonesia

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Abstract

The aim of this research is to analyze the improvement of learning quality through strengthening visionary leadership and teacher creativity. This study employs a quantitative survey method, with a sample of 219 respondents. Data collection is conducted using a validated and reliable questionnaire. Data analysis techniques include descriptive and inferential analyses using t-tests and coefficient of determination tests. The results indicate that: (1) there is a direct influence of visionary leadership on the quality of learning, falling into the strong category; (2) there is a direct influence of teacher creativity on the quality of learning, also categorized as strong. The conclusion drawn from this study is that the quality of learning can be enhanced through strengthening visionary leadership and teacher creativity.

Keywords: Learning Quality, Visionary Leadership, Teacher Creativity

(*) Corresponding Author: nurlailamuhammad2019@gmail.com

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INTRODUCTION

The development of science and technology in the era of the fourth industrial revolution towards society 5.0 requires high-quality human resources. High-quality human resources are also produced from quality education (Yaraş & Öztürk, 2022). Therefore, people must reconstruct their thinking about education to produce outputs that can compete on a macro scale, especially for developing countries. Education is one of many factors that can change human thinking about the world and civilization within it. With education, the world's civilization system can be built better (Alvarez-Cedillo et al., 2019; Mansur et al., 2022).

Education continues to evolve dynamically following the development of civilization, leading to various styles of delivering learning materials using different teaching methods suitable for on-the-ground conditions. This is done so that learners can receive learning materials well, aiming to improve the quality of learning further (Cabacang, 2021). The quality of learning plays a significant role in determining the quality of education (Harapan & Kesumawati, 2022). The quality of learning can be seen from how effectively learning media is used by teachers to increase students' learning intensity (Kusumawati et al., 2021). The quality of learning can also be seen in its alignment with the objectives that students must master. Indicators of learning quality can be seen in oral activities such as storytelling, reading poetry, questioning, discussion, singing, listening

activities such as listening to the teacher's explanation, lectures, guidance, visual activities such as reading, writing, conducting experiments and demonstrations, motor activities such as gymnastics, athletics, dancing, painting, and writing activities such as composing, writing papers, and writing letters. The role of the teacher as an agent of change is crucial and strategic in improving the quality of learning (Godoy et al., 2021).

In addition to organizing the learning process, a teacher also runs the school organization to enhance performance and competence. Some research reports indicate that teachers' quality, professionalism, and competence, especially in Indonesia, are still relatively low. According to World Population Review data in 2021, a global survey based on voting and perceptions compiles scores on three points: the education system is developing well, interest in learning, and the quality of education in a country. Indonesia ranks 54th out of 78 countries in the world education system ranking. This ranking is up one level from 55th place in 2020. Indonesia also ranks 4th in Southeast Asia. The above countries are Singapore, Malaysia, and Thailand (United Nations, 2021). Other data shows that based on the survey results in the last five years, Indonesia ranked 74th out of 79 in the Programme for International Student Assessment (PISA) in 2018, published in March 2019 by The Organization for Economic Co-operation and Development (OECD).

Teachers are one of the determining factors for the quality of education and hold a strategic position. For students, teachers are often seen as role models and even become figures of self-identification. Therefore, teachers must have high professionalism and be capable of meeting and realizing the expectations and desires of all parties, especially the general public, who have entrusted schools and teachers with nurturing their students (Sarwono et al., 2020). There are several aspects of teacher professionalism, one of which is leadership. Leadership is a crucial factor in an organization because the success or failure of an organization is primarily determined by leadership (Nurtanto et al., 2020). One crucial leadership style for organizations is visionary leadership.

Visionary leadership is a quality that goes beyond the institution (Widodo & Chandrawaty, 2021). A great leader accomplishes something extraordinary by inspiring and motivating their members to achieve common goals. Leadership is often associated with vision, the expected future created or achieved to improve the current situation. Visionary leadership describes a leader who leads to a clear situation and is interested in the future while understanding the actions needed to achieve it (Schermerhorn *et al*., 2017). Visionary leadership is one of the main factors supporting organizational success in achieving goals. Robbins and Coulter (2016) argue that visionary leadership is the ability to realistically, credibly, and attractively create and articulate a future vision that can improve the current situation. Kadir, Adebayo, and Olumide (2020) state that visionary leadership involves intellectually managing problems and empowering subordinates to develop and implement new ideas to achieve goals and objectives.

Teachers' creativity greatly influences one effort to achieve good educational quality in carrying out their tasks to achieve educational success. Creativity is part of the overall organizational behavior. It is essential to see the position and connection of creativity with other organizational behavior variables

(Ismayani, 2022). Teacher creativity in learning is a crucial factor in creative teaching, which has become an essential trend in education development (Chen & Yuan, 2021). The importance of teacher creativity in learning includes: 1) teacher creativity helps increase students' interest in subjects. The application of creative products by teachers, such as instruments that can take students into the real world through visualization, can reduce student boredom and increase their interest in the subject; 2) teacher creativity helps transfer information more thoroughly. Innovative results in the form of educational aids will provide complete data or information, as seen in the active senses of learners, including vision, hearing, and smell, making learners feel like they are facing real-life situations. 3) teacher creativity helps stimulate students to think more scientifically in observing social or natural phenomena studied in learning; and 4) teacher creativity will stimulate student creativity (Rais et al., 2022a).

Based on the background above, this research aims to analyze improving learning quality through visionary leadership and teacher creativity at SD Negeri Wilayah Kepulauan Kabupaten Halmahera Selatan. The implications of this research include the need to focus on strengthening visionary leadership and teacher creativity as critical strategies to improve the quality of learning. Visionary leadership can act as a catalyst for designing an inspirational, educational vision. At the same time, teacher creativity is the foundation for developing innovative teaching methods that motivate and engage students more effectively.

RESEARCH METHOD

This study uses a quantitative method to obtain information about the relationship between different variables in a population. The research examines five variables, four independent variables, and one dependent variable. The sample is drawn from the population of certified civil servant teachers in accredited elementary schools with a minimum accreditation of B, totaling 173 schools spread across 30 districts in the South Halmahera Islands region of North Maluku Province. This study uses the proportional random sampling technique, determining the sample size using the Taro Yamane formula. The research involves a sample of 219 teachers.

The data collection technique involves the use of a questionnaire. The variable of learning quality (Y) is measured using a research instrument based on indicators such as 1) Teacher Behavior, 2) Learning Facilities, 3) Learning Climate, 4) Student Attitude, and 5) Student Learning Motivation. Furthermore, the variable of visionary leadership is measured with indicators such as 1) Future Insight, 2) Mission Articulation, 3) Encouragement for Members to Achieve the Future, 4) Motivation Provision, and 5) Courage to Act to Achieve Goals. The teacher's creativity is measured with indicators such as a) Exploring curiosity, b) Generating new ideas, c) Developing ideas persistently, d) Combining ideas into something new, and e) Taking risks. The validity of the research instrument is tested using the Pearson Product-Moment correlation. The reliability of the research instrument is analyzed using Cronbach's Alpha.

Data analysis techniques describe non-inferential data, including mean, median, mode, standard deviation, variance, range, and total score. Preliminary

tests include normality testing using the Liliefors formula, homogeneity testing using Bartlett's test for variance homogeneity, and linearity testing to observe the relationship between variables. Hypothesis testing uses t-tests and coefficient of determination to examine the influence and contribution of variables X_1 and X_2 to Y.

RESEARCH RESULTS AND DISCUSSION

Description of Research Variable Data

The research data presented in this section are obtained from the measurement results of the questionnaire instrument from 218 respondents. The description of the research data has been obtained for each variable: Learning Quality (Y), Visionary Leadership (X_1), and Creativity (X_2). The purpose of describing the research data is to provide a general overview of the data distribution. The data is processed using descriptive statistical techniques, including mean, median, mode, standard deviation, frequency distribution, variance, lowest and highest scores, range between the lowest and highest scores, data variability (sample variance), and total score (sum).

Learning Quality Variable (Y)

The measurement results of the Learning Quality variable (Y) data through the research instrument yielded the following results: the sum of data is 34269, the count is 219, the maximum score is 175, the minimum score is 116, the mean score is 156.4795, the median is 160, the mode is 164, the range between the highest and lowest scores is 59, and the standard deviation is 12.9354. This data can be explained in Table 1.

Table 1, Descriptive Statistics of Learning Quality (Y)

No	Statistical Measure	Result
1	Count	219
2	Mean	156,4795
3	Median	160
4	Mode	164
5	Standard Deviation	12,9354
6	Variance	167,3240
7	Range	59
8	Minimum Score	116
9	Maximum Score	175
10	Number of Classes	9
11	Class Interval	7
12	Total	34269

Visionary Leadership Variable (X_1)

The measurement results of the Visionary Leadership variable (X1) data through the research instrument yielded the following results: the sum of data is 28547, the count is 219, the maximum score is 166, the minimum score is 101, the mean score is 140.0913, the median is 140, the mode is 139, the range between

the highest and lowest scores is 65, and the standard deviation is 14.83830. This data can be explained in Table 2.

Table 2. Descriptive Statistics of Visionary Leadership Variable (X_1)

No	Statistical Measure	Result
1	Count	219
2	Mean	140,0913
3	Median	140
4	Mode	139
5	Standard Deviation	14,83830
6	Variance	220,175
7	Range	65
8	Minimum Score	101
9	Maximum Score	166
10	Number of Classes	9
11	Class Interval	13
12	Total	30680

Teacher Creativity Variable (X_2)

The measurement results of the Teacher Creativity variable (X2) data through the research instrument yielded the following results: the sum of data is 28547, the count is 219, the maximum score is 169, the minimum score is 62, the mean score is 130.3516, the median is 134.0000, the mode is 131.00, the range between the highest and lowest scores is 107.00, and the standard deviation is 17.96249. This data can be explained through the table below.

Tabel 3. Deskriptif Statistik Variabel Kreativitas (X_2)

No	Statistical Measure	Result
1	Count	219
2	Mean	130,3516
3	Median	134,0000
4	Mode	131,00
5	Standard Deviation	17,96249
6	Variance	322,651
7	Range	107,00
8	Minimum Score	62
9	Maximum Score	169
10	Number of Classes	9
11	Class Interval	13
12	Total	28547

Preliminary Test

Normality Test

The normality test of the estimated standard error is conducted using the Liliefors test. The L_{table} value for N=219 with α=0.05 is 0.0600 at a significance level of 0.05. The requirement that the estimated standard error comes from a

normally distributed population is that $L_{calc} < L_{table.}$ The results of the normality test are as follows.

Table 4. Summary of Liliefors Normality Test

Number	**L calc**	**L table α = 0,05**	**Conclusion**
Visionary Leadership	0,0514	0,0600	Normal
Teacher Creativity	0,0499	0,0600	Normal
The requirement for a normal distribution is $L_{calc} < L_{table.}$			

Based on the table above, it is found that the calculation using the Liliefors test yielded L_{calc}= 0,0514, while from the Liliefors table for α = 0.05 and n = 219, the L_{table}= 0,0600. Since $L_{calc} < L_{table}$, H_0 is accepted, meaning the conclusion is that the estimated standard error of the Visionary Leadership variable (X_1) on Learning Quality (Y) comes from a normally distributed population. Furthermore, for Teacher Creativity, the calculation using the Liliefors test resulted in L_{calc} = 0,0499, while from the Liliefors table for α = 0.05 and n = 219, the L_{table}= 0,0600. Since $L_{calc} < L_{table}$, H_0 is accepted, meaning the conclusion is that the estimated standard error of the Teacher Creativity Variable (X_2) on Learning Quality (Y) comes from a normally distributed population.

Homogeneity Test

Homogeneity testing is conducted to determine whether population variances are homogeneous or not. This study's homogeneity test of variable data is performed using the Bartlett test. The requirement for homogeneous data is if the sig value > the significance level of 0.05. The homogeneity test results for the Visionary Leadership Variable on Learning Quality using the Bartlett test are as follows.

Table 5. Homogeneity Test of Visionary Leadership Variable (X_1) on Learning Quality Variable (Y)

Box's M		7,757
F	Approx.	2,526
	df1	3
	df2	8556,352
	Sig.	,056
Tests null hypothesis of equal population covariance matrices.		

Based on the Bartlett test calculation, the sig value obtained is 0.056, while the significance level used is 0.05. The requirement for homogeneous data is if the sig value > the significance level of 0.05; thus, the Visionary Leadership Variable (X_1) on the Learning Quality Variable (Y) comes from populations with the same variance (homogeneous). The homogeneity test results for the Creativity Variable on Learning Quality using the Bartlett test are as follows.

Table 6. Homogeneity Test of Creativity Variable (X_2) on Learning Quality Variable (Y)

Box's M	1,340

F	Approx.	,436
	df1	3
	df2	8727,775
	Sig.	,727

Tests null hypothesis of equal population covariance matrices.

Based on the Bartlett test calculation, the sig value obtained is 0.727, while the significance level used is 0.05. The requirement for homogeneous data is if the sig value > the significance level of 0.05; thus, the Creativity Variable (X_2) on the Learning Quality Variable (Y) comes from populations with the same variance (homogeneous).

Linearity Test

The linearity test aims to examine whether the regression line of the independent variable on the dependent variable has a linear relationship or vice versa. Increasing data should exhibit a linear relationship between the independent and dependent variables. This Linearity Test is a prerequisite before conducting the Linear Regression test. The analysis of the Linearity Test can be done using the ANOVA table by examining the significance value of Deviation from Linearity. The criterion for the Linearity Test is if the significant value > 0.05, then there is a significant linear relationship between variables X and Y.

Using the ANOVA table at a significance level of 0.05, the analysis results of the linearity test of the regression model between the Visionary Leadership Variable (X_1) and the Learning Quality Variable (Y) are obtained as follows.

Table 7. ANOVA Test of Visionary Leadership Variable (X_1) on Learning Quality Variable (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Kualitas Pembelajaran_Y * Kepemimpinan Visioner_X1	Between Groups	(Combined)	9006,322	60	150,105	1,739	,003
		Linearity	3252,829	1	3252,829	37,692	,000
		Deviation from Linearity	5753,493	59	97,517	1,130	,273
	Within Groups		13635,569	158	86,301		
	Total		22641,890	218			

Based on Table 7 above, the Deviation from Linearity is obtained with a significance value of 0.273. If the significance value (0.273) > 0.05, then H_0 is accepted. It can be concluded that the regression between the Visionary Leadership Variable (X_1) and the Learning Quality Variable (Y) is linear. Thus, it can be proven that there is a significant linear relationship between the Visionary Leadership Variable (X_1) and the Learning Quality Variable (Y). We can proceed to the linear regression test with the confirmation of this linearity relationship.

Furthermore, using the ANOVA table at a significance level of 0.05, the analysis results of the linear regression model between the Creativity Variable (X_2) and the Learning Quality Variable (Y) are obtained as follows.

Table 8. ANOVA Test of Creativity Variable (X_2) on Learning Quality Variable (Y)

			Sum of Squares	df	Mean Square	F	Sig.
Kualitas Pembelajaran_Y * Kreativitas_X2	Between Groups	(Combined)	9357,694	69	135,619	1,521	,018
		Linearity	2043,914	1	2043,914	22,925	,000
		Deviation from Linearity	7313,780	68	107,556	1,206	,174
	Within Groups		13284,196	149	89,156		
	Total		22641,890	218			

Based on Table 8 above, the Deviation from Linearity is obtained with a significance value of 0.174. If the significance value (0.174) > 0.05, then Ho is accepted. It can be concluded that the regression between the Creativity Variable (X_2) and the Learning Quality Variable (Y) is linear. Thus, it can be proven that there is a significant linear relationship between the Creativity Variable (X_2) and the Learning Quality Variable (Y).

Hypothesis Testing

The influence of visionary leadership on the improvement of learning quality is expressed through statistical hypotheses:

H_0 : $\beta_{y1} \leq 0$ There is no positive influence between visionary leadership and the improvement of learning quality.

H_0 : $\beta_{y1} > 0$ There is a positive influence between visionary leadership and the improvement of learning quality.

The analysis of the linear regression model test results for the variable Visionary Leadership (X_1) on the Learning Quality variable (Y) is presented in the following table:

Table 9. Linear Regression Test (t-test) for the Visionary Leadership (X_1) Variable on the Learning Quality (Y) Variable

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	94,915	7,200		13,183	,000
	X1	,439	,051	,504	8,599	,000

a. Dependent Variable: Y

Based on Table 9, the slope constant (a) is 94.915, with a coefficient (b) for X1 of 0.439. Thus, the regression equation between the Visionary Leadership variable (X_1) and the Learning Quality variable (Y) is $\hat{y}$ = 94.915 + 0.439X. The above output's significance value (sig) is 0.000, less than α (0,05). Therefore, it can be concluded that the influence between the Visionary Leadership variable (X_1) and the Learning Quality variable (Y) is significant. To determine the contribution of Visionary Leadership (X_1) to the Learning Quality variable (Y), we can look at the coefficient of determination $(ry_{21})^2$, as seen in the following SPSS test results.

Table 10. Coefficient of Determination for the Visionary Leadership (X_1) Variable on the Learning Quality (Y) Variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,504[a]	,254	,251	11,19720

a. Predictors: (Constant), X1

The contribution of Visionary Leadership (X_1) to the Learning Quality variable (Y) $(rx21)^2$ is 0.254, which means that 25.4% of the Learning Quality variable (Y) can be explained by Visionary Leadership (X_1). The remaining 74.6% is a contribution from factors outside Visionary Leadership. Following the interpretation of the correlation coefficient, the relationship between Visionary Leadership and Learning Quality is strong (R= 0.504).

Moving on to the influence of creativity on the improvement of learning quality, expressed through statistical hypotheses:

H_0 : $\beta_{y2} \leq 0$ There is no positive influence between creativity and the improvement of learning quality.

H_1 : $\beta_{y2} > 0$ There is a positive influence between creativity and the improvement of learning quality.

The analysis of the linear regression model test results for the variable Creativity (X_2) n the Learning Quality variable (Y) is presented in the following table:

Table 11. Linear Regression Test (t-test) for the Creativity (X_2) Variable on the Learning Quality (Y) Variable

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	107,291	5,478		19,584	,000
	X2	,377	,042	,524	9,063	,000

a. Dependent Variable: Y

Based on Table 11, the slope constant (a) is 107.291, with a coefficient (b) for X2 of 0.377. Thus, the regression equation between the Creativity variable (X_2) and the Learning Quality variable (Y) is $\hat{y}$ = 107.291 + 0.377X. The above output's significance value (sig) is 0.000, less than α (0.05).

Therefore, it can be concluded that the influence between the Creativity variable (X_2) and the Learning Quality variable (Y) is significant. To determine the contribution of Creativity (X_2) to the Learning Quality variable (Y), we can look at the coefficient of determination $(ry_{21})^2$, as seen in the following SPSS test results.

Table 12. Coefficient of Determination for the Creativity (X_2) Variable on the Learning Quality (Y) Variable

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,524[a]	,275	,271	11,04264

a. Predictors: (Constant), X2

The contribution of Creativity (X_2) to the Learning Quality variable (Y) (rx21)2 is 0.275, which means that 27.5% of the Creativity variable (X_2) can explain the Learning Quality variable (Y). The remaining 72.5% contributes to factors outside Creativity (X_2). Following the interpretation of the correlation coefficient, the relationship between Creativity (X_2) and Learning Quality is strong (R= 0.524).

This research found that strong visionary leadership by teachers significantly contributes to the improvement of learning quality in schools. The concept of visionary leadership highlights the leader's role as a visionary capable of formulating and delivering an inspiring vision to achieve common goals (Muljawan, 2018; Yanto, 2021). This theory is relevant in education, where teachers with a clear educational vision can pioneer the creation of a dynamic and effective learning environment. A teacher with visionary leadership can guide students and fellow teachers toward higher learning goals, inspire collaborative spirit, and enhance motivation to achieve better learning outcomes (Komariah et al., 2023; Scribner, 2015). Expert opinions in education also support teachers' positive contribution of visionary leadership to learning quality. Visionary leadership creates a school culture focused on continuous learning and improvement (Rais et al., 2022b). In this regard, a teacher with visionary leadership can act as a change agent, bringing innovation to teaching methods, adapting the curriculum to students' needs, and creating an inclusive learning environment (Cobanoglu, 2021; Malaret et al., 2021).

Furthermore, this research reveals a significant contribution from strong teacher creativity to the improvement of learning quality in the school environment. Creativity in the educational context can be understood as identifying several critical factors, including flexible thinking, originality of ideas, and sensitivity to problems (Rais et al., 2022b; Weran & Kuswandono, 2021). Teachers demonstrating high levels of creativity can more easily face challenges in learning, design innovative teaching methods, and motivate students to think creatively (Ulin Nuha & Fathoni, 2022). In the context of learning, teachers with strong creativity can create engaging learning experiences and provide opportunities for students to develop their creative thinking skills (Afifah & Ansori, 2018; Singh et al., 2020). This aligns with the views of education experts emphasizing the importance of creativity in responding to the complex learning

needs of the 21st century. Education should encourage and develop creativity rather than inhibit it (Rais et al., 2022b). Teachers demonstrating creativity in their teaching approach can create a stimulating learning environment and provide space for exploring new ideas (Ulin Nuha & Fathoni, 2022; Weran & Kuswandono, 2021).

CONCLUSION

Based on the results and discussion of the research data above, it can be concluded that (1) there is a direct influence of visionary leadership on the quality of learning, categorized as strong; (2) there is a direct influence of teacher creativity on the quality of learning, also categorized as strong. Thus, the conclusion of this study states that the quality of learning can be improved through strengthening visionary leadership and teacher creativity. Based on the research conclusion, it is recommended to support and develop the visionary leadership of teachers through training and professional development. Visionary leadership education can assist teachers in developing communication skills, formulating a clear educational vision, and leading positive changes in the learning environment. By understanding and applying the principles of visionary leadership, teachers can contribute more to improving the quality of learning, stimulating student creativity, and creating an innovative learning culture in schools. Furthermore, specific training is needed to develop the creative skills of teachers, provide support and recognition for creative initiatives in teaching, and create a school culture that supports and encourages creativity in learning. By understanding and applying the concept of creativity in teaching, teachers can become agents of change that enhance the quality of learning, ignite students' learning enthusiasm, and prepare them to face the demands of a constantly changing world.

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About the Author(s):

Nurlaila Muhammad

Nurlaila Muhammad is a doctoral student in educational management at Pakuan University and works as a government employee in the North Maluku provincial government.

Soewarto Hardhienata

Professor Dr. Ing Soewarto Hardhienata is a lecturer and the dean of the Graduate School at Pakuan University Indonesia, with over 30 years of experience as a lecturer. He has been actively involved in research and scholarly publications related to educational management.

Sri Setyaningsih

Professor Dr. Sri Setyaningsih, M.Si, is a lecturer and the head of the doctoral program in Educational Management at the Graduate School of Pakuan University Indonesia. With over 30 years of teaching experience, she has actively participated in research and scholarly publications in educational management.