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**INCREASING TEACHERS' CREATIVITY THROUGH THE  
DEVELOPMENT OF ORGANIZATIONAL CULTURE,  
EMPOWERMENT AND VISIONARY LEADERSHIP OF  
SCHOOL PRINCIPLES**

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**ABSTRACT**

*Teacher creativity in the learning process is actions that are deliberately taken by teachers to develop, convey and use new or different ideas from before in carrying out interactive, interesting and effective learning activities so as to improve learning outcomes. Based on the preliminary survey data, the above conditions can be concluded that the creativity of State MTs teachers in the work environment of the Ministry of Religion of East Jakarta City is still low. Therefore it needs to be upgraded to a better stage. However, the improvement in question, especially in terms of increasing teacher creativity, requires sufficient time because it is related to various factors that influence it. These factors include; organizational culture, empowerment and visionary leadership of school principals. The population in this study were PNS MTs Negeri teachers in the East Jakarta City area, totaling 622 people from 17 schools. The sampling technique used is a random sampling technique (proportional random sampling). Samples were taken using the Taro Yamane formula with a sampling error rate of 5%. The results of the calculation of the number of samples are 243 people. The results showed: 1) There is a positive relationship between organizational culture and teacher creativity so that strengthening organizational culture can increase teacher creativity, 2). There is a positive relationship between empowerment and teacher creativity so that strengthening empowerment can increase teacher creativity, 3). There is a positive relationship between school principal's visionary leadership and teacher creativity so that strengthening principal's visionary leadership can increase teacher creativity, 4). There is a positive relationship between organizational culture and empowerment together with teacher creativity so that strengthening organizational culture and empowerment together can increase teacher creativity, 5). There is a positive relationship between organizational culture and the principal's visionary leadership together with the creativity of teachers so that the strengthening of organizational culture and the principal's visionary leadership together can increase the creativity of teachers, 6). There is a positive relationship between empowerment and visionary leadership of school principals together with teacher creativity so that strengthening empowerment and visionary leadership of principals together can increase teacher creativity, 7) There is a positive relationship between organizational culture, empowerment and visionary leadership of principals collectively. together have a positive relationship with teacher creativity so that strengthening organizational culture, empowerment and visionary leadership of school principals together can increase teacher creativity*

**Keywords:** Teacher Creativity, Organizational Culture, Empowerment and School Principal Visionary Leadership

### **Introduction**

The position of teachers as professionals has a vision of realizing the implementation of learning in accordance with organizational principles to fulfill equal rights for every citizen in obtaining quality education. The position of the teacher as a learning agent is related to the role of the teacher in learning, among others, as a facilitator, motivator, engineer of learning and inspiring learning for students. This role requires teachers to be able to improve their performance and organizationalism in line with the changes and demands that arise in the world of education today. In achieving good quality education, it is strongly influenced by the creativity of teachers in carrying out their duties to achieve educational success.

The existence of teachers as the main implementers of all programs at the East Jakarta City Ministry of Religion, which is one part of the organization of the Government, makes a strong contribution. The following is data on teacher creativity in several Madrasahs in the working area of the East Jakarta City Ministry of Religion at the State Madrasah Tsanawiyah (MTs) level, which were collected through a preliminary survey, focused on aspects of (1) Curiosity; (2) Persistent development of ideas; (3) respect for students' ideas; (4) Implementation of novelty in learning activities; and (5) Dare to take risks. These aspects are based on Law Number 14 of 2005 concerning Teachers and Lecturers, that teachers are required to have academic qualifications, competencies, educator certificates, physically and mentally healthy, and have the ability to realize National Education goals, including teacher creativity. Based on survey data In the introduction, the above conditions can be concluded that the creativity of State MTs teachers in the work environment of the East Jakarta City Ministry of Religion is still low. Therefore it needs to be upgraded to a better stage. However, the improvement in question, especially in terms of increasing teacher creativity, requires sufficient time because it is related to various factors that influence it. These factors include; organizational culture, empowerment and visionary leadership of school principals.

Teacher creativity consists of several aspects, namely (1) Curiosity; (2) Persistent development of ideas; (3) respect for students' ideas; (4) Implementation of novelty in learning activities; and (5) Dare to take risks. Factors related to teacher creativity can be identified. The teaching and learning process (KBM) will run well if it is supported by teachers who have high competence and creativity. Teachers who have high empowerment, their creativity will also be high. Based on this description, it is stated that there is a relationship between empowerment and teacher creativity. Organizational culture is a number of understandings of beliefs, values and norms that are owned and developed within the organization to be used as behavioral guidelines for its members in overcoming work problems. With a good organizational culture, teachers can increase their creativity. Based on the description, it is stated that there is a relationship between organizational culture and teacher creativity. Teachers are professionals who must have independence in all educational activities. At the operational level, the teacher is the determinant of the success of education. With a professional teacher, it can increase creativity.

Based on this description, it is stated that there is a relationship between the professionalism of teachers as managers at the field level in educational development and teacher creativity. Mastery of abilities related to the breadth and depth of a teacher's knowledge is actually a reflection of the teacher's mastery of his competence and has a positive effect on the results to be achieved such as academic results, attitudes and skills of students. Based on the description, it is stated that there is a relationship between mastery of knowledge about subject matter and teacher creativity. The pedagogical competence of a teacher is the competence to master materials, manage teaching and learning programs, manage classes, use media/sources, recognize BK functions and services, organize school administration and recognize principles and research results. Teachers who master pedagogic competence will increase their creativity. Based on the description, it is stated that there is a relationship between theoretical and practical mastery of pedagogic competencies and teacher creativity. The character of students is also formed and influenced by the surrounding environment. Teachers / educators really need to understand the development of students, because if teachers master knowledge about students and their characteristics, it will increase their creativity. Based on the description, it is stated that there is a relationship between the mastery of knowledge about students and their characteristics with the creativity of the teacher. There is a relationship between visionary leaders and teacher creativity.

Visionary leadership is the leader's ability to create and articulate a realistic, trustworthy, attractive, vision of the future for an organization or organizational unit that continues to grow and improve today. Based on this description, it is stated that visionary leaders can increase their productivity. MGMP is a deliberation in formulating, discussing and taking the best way in the teaching and learning process so that these steps can improve the quality of education and raise student achievement. A teacher who has the cohesiveness of the MGMP group will increase his creativity. Based on the description, it is stated that there is a relationship between the cohesiveness of the Subject Teacher Consultative Group (MGMP) and teacher creativity. Education and training is one form of activity from the human resource development program. Through training, it is hoped that the effectiveness of teacher performance can be achieved by increasing knowledge, attitudes and skills, so as to get high teacher work creativity. So it is suspected that there is a relationship between training and teacher creativity. The factors mentioned above are closely related to the main elements which are strongly suspected to determine the interdependence between elements. If the organizational culture and teacher empowerment are owned and job satisfaction is obtained by a teacher, then teacher creativity will increase optimally. for a teacher.

The purpose of the study was to analyze the relationship between organizational culture and teacher creativity, the relationship between empowerment and teacher creativity, the relationship between the principal's visionary leadership and teacher creativity, the relationship between organizational culture and the principal's visionary leadership together with teacher creativity, the relationship between organizational culture and teacher creativity. empowerment together with teacher creativity, relationship between empowerment and visionary leadership of principals together with teacher creativity, relationship of organizational culture, empowerment and visionary leadership of principals together with teacher creativity

**Method**

The quantitative research design is as follows:

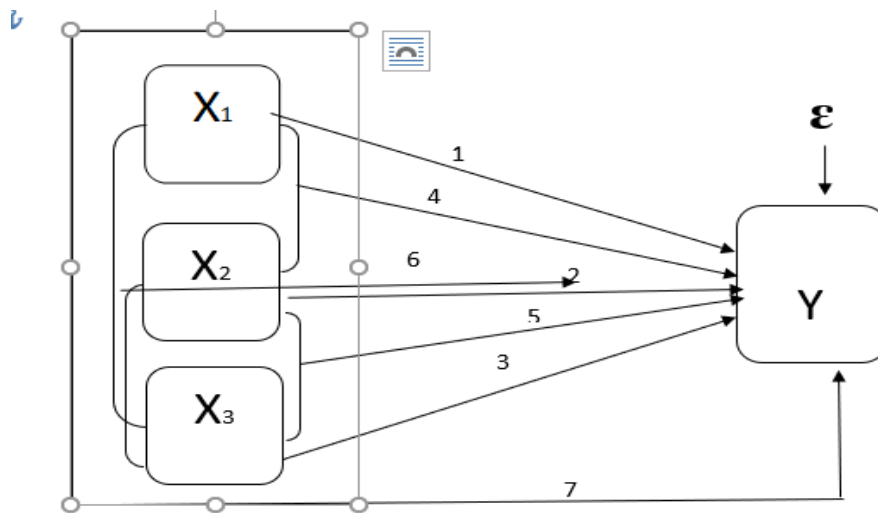


Figure 1. Constellation of Quantitative Research Variables

Description:

X1 : Organizational Culture

X2 : Empowerment

X3 : Principal's Visionary Leadership

Y : Teacher Creativity

The population of the study was PNS teachers at MTs Negeri, East Jakarta, with a total of 622 people. Sampling in this study using proportional random sampling technique (proportional random sampling). This technique is used to obtain a sample of a population of 243 PNS teachers at MTs Negeri Kota Jakarta Timur who have the same characteristics in their duties and functions as teachers using the Taro Yamane formula with a sampling error rate of 5%, as described below. The number of samples used for the trial was 60 people (24.69% of the affordable population) out of the 243 respondents of PNS MTs Negeri teachers in the East Jakarta City area as the research sample from a population of 622 teachers.

Based on the description above, it is suspected that organizational culture, empowerment and visionary leadership of school principals are jointly positively related to teacher creativity.

1. There is a positive relationship between organizational culture and teacher creativity so that strengthening organizational culture can increase teacher creativity.
2. There is a positive relationship between empowerment and teacher creativity so that strengthening empowerment can increase teacher creativity.
3. There is a positive relationship between the principal's visionary leadership and teacher creativity so that strengthening the principal's visionary leadership can increase teacher creativity.
4. There is a positive relationship between organizational culture and empowerment together with teacher creativity so that strengthening organizational culture and empowerment together can increase teacher creativity.

5. There is a positive relationship between organizational culture and the principal's visionary leadership together with the creativity of teachers so that the strengthening of organizational culture and the principal's visionary leadership together can increase teacher creativity.
6. There is a positive relationship between empowerment and visionary leadership of principals together with teacher creativity so that strengthening empowerment and visionary leadership of principals together can increase teacher creativity.
7. There is a positive relationship between organizational culture, empowerment and visionary leadership of school principals together has a positive relationship with teacher creativity so that strengthening organizational culture, empowerment and visionary leadership of principals together can increase teacher creativity

### Result and Discussion

Table 1. Relationship between Organizational Culture, Empowerment and Visionary Leadership together with Teacher Creativity

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	65.482	2.927		22.371	.000
	Organizational culture	.066	.019	.169	3.428	.001
	Empowerment	.288	.030	.479	9.527	.000
	Visionary Leadership	.192	.023	.344	8.399	.000

a. Dependent Variable: Teacher Creativity

Based on the table above, it is known that the slope constant (a) is 65,482 with a constant (b) X1 of 0.066, (c) X2 of 0.288 and a constant (d) X3 of 0.192 so that the regression equation formed between the variables of organizational culture, empowerment, and visionary leadership with teacher creativity, namely =  $65,482 + 0.066 X1 + 0.288 X2 + 0.192 X3$

Table 2. ANOVA significance of the equation

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8472.091	3	2824.030	229.279	.000 <sup>b</sup>
	Residual	2943.761	239	12.317		
	Total	11415.852	242			

a. Dependent Variable: Teacher creativity  
b. Predictors: (Constant) , Visionary Leadership, Organizational Culture, Empowerment

The table above shows the probability value (sig.)  $0.000 < 0.05$ , so the regression equation  $= 65.482 + 0.066 X_1 + 0.288 X_2 + 0.192 X_3$  is significant. The results of this test confirm that the equation  $= 65.482 + 0.066 X_1 + 0.288 X_2 + 0.192 X_3$  can be used to predict teacher creativity based on organizational culture, empowerment and visionary leadership.

Table 3. Summary of correlation test results between Organizational Culture, Empowerment and Visionary Leadership and Teacher Creativity

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				Sig. F Change
					R Square Change	F Change	df1	df2	
1	.861 <sub>a</sub>	.742	.739	3.510	.742	229.279	3	239	.000
a. Predictors: (Constant), Visionary Leadership, Organizational Culture, Empowerment									
b. Dependent Variable: Teacher Creativity									

Based on the table above, it is known that the correlation coefficient of the relationship between organizational culture, empowerment and visionary leadership with teacher creativity = (ry123) of 0.861, with a probability value (sig) of  $0.000 < 0.05$ , then  $H_0$  is rejected, meaning that there is a significant positive relationship with organizational culture, empowerment and visionary leadership with teacher creativity. This conclusion result is strengthened by the scatterplot display which shows the appearance of the dots forming a straight line pattern. The contribution of organizational culture, empowerment and visionary leadership to teacher creativity = (r2y123) of 0.742 which means that 74.2% of diversity in teacher creativity can be explained by the contribution of organizational culture, empowerment and visionary leadership. Based on the description above, it can be concluded that the variables of organizational culture, empowerment and visionary leadership together have a relationship with teacher creativity.

**Relationship between Organizational Culture and Teacher Creativity with control variables Empowerment and Visionary Leadership**

The results of the analysis in the table above show that the partial correlation coefficient between organizational culture and teacher creativity with control on the variables of visionary leadership and empowerment is 0.216. The correlation coefficient is significant (sig.  $0.001 < 0.05$ ), so there is a partial relationship between organizational culture and teacher creativity.

**Relationship between Empowerment and Teacher Creativity with control variables Organizational Culture and Visionary Leadership**

The results of the analysis in the table above show that the partial correlation coefficient between teacher empowerment and creativity with control on organizational culture and visionary leadership variables is 0.525. The partial correlation coefficient is significant (sig.  $0.000 < 0.05$ ), it can be concluded that partially empowerment has a significant positive relationship with teacher creativity.



#### Relationship between Visionary Leadership and Teacher Creativity with control variables Organizational Culture and Empowerment

The results of the analysis in the table above show that the partial correlation coefficient between visionary leadership and teacher creativity with control on organizational culture and empowerment variables is 0.477. The partial correlation coefficient is significant (sig. 000 <0.05), it can be concluded that partially visionary leadership has a significant positive relationship with teacher creativity. The correlation between teacher creativity and organizational culture is equal to 0.703 which is in the moderate category, but if we look at the partial correlation value of 0.216 the category is weak, although it is still significant. This number (partial correlation) is the number of correlation coefficients after the influence of the empowerment and visionary leadership variables is removed from the relationship with teacher creativity. This figure shows the actual correlation coefficient in the relationship between the dependent variable of teacher creativity and the independent variables of organizational culture, empowerment and visionary leadership. Furthermore, if the part correlation between the teacher creativity variable and organizational culture is equal to 0.113 after the influence of the empowerment and visionary leadership variables is removed. So based on the table shows that the three independent variables have a significant effect. Then consistently with regression analysis shows that sequentially from the largest is the empowerment variable, then the visionary leadership variable, this can be seen from the partial correlation and part correlation figures in the table.

#### Relationship between Organizational Culture and Teacher Creativity

The results showed that there was a significant relationship between organizational culture and teacher creativity. Based on the results of research with hypothesis testing, it is known that the simple linear correlation coefficient between organizational culture and teacher creativity ( $r_{y1}$ ) is 0.703. The probability value is 0.000 <0.05. While partially the correlation between organizational culture and teacher creativity is 0.216 with a probability value of 0.000 <0.05, so  $H_0$  is rejected, so it can be concluded that the correlation coefficient is significant. Thus, this study confirms that independently there is a significant relationship between organizational culture and teacher creativity.

The results of this study get the equation =  $101.672 + 0.276 X_1$  can be used to predict teacher creativity based on organizational culture scores, it can be predicted that every 1 increase in organizational culture score will increase teacher creativity by 0.276 times at a constant 101.672. Based on the description above, organizational culture independently is one of the determining factors in increasing teacher creativity at MTs Negeri Jakarta Timur.

#### The Relationship between Empowerment and Teacher Creativity

The results of the simple correlation research show that there is a significant relationship between empowerment and teacher creativity, which means that teachers who have good empowerment will have a high impact on creativity. The strength of the relationship between empowerment and teacher creativity is reflected in the correlation coefficient value of 0.796. The diversity in teacher creativity related to empowerment is reflected in the coefficient of determination of 0.694 or 69.4%, while the remaining 31.6% is influenced by other factors. The results of this study get the equation =  $78.351 + 0.514 X_2$  can be used to predict teacher creativity based on empowerment score, it can be

predicted that every 1 increase in empowerment score will increase teacher creativity by 0.514 times at a constant 78.351.

Creativity is a person's behavior to express and realize the potential of thinking power to produce something new and unique or the ability to combine something that already exists into something else to make it more interesting. Creativity can also be interpreted as the ability to create a new product, or a person's behavior to provide new ideas and apply them in problem solving. Teachers must race in learning by providing learning facilities for all students, so that they can develop their potential optimally

#### The Relationship between Visionary Leadership and Teacher Creativity

The results of calculations and research analysis using a simple correlation show that there is a significant relationship between visionary leadership and teacher creativity. It can be interpreted that teachers who have a principal with high visionary leadership will have high creativity. The strength of the relationship between visionary leadership and teacher creativity is reflected in the correlation coefficient value of 0.706. The diversity in teacher creativity related to visionary leadership is reflected in the coefficient of determination of 0.498 or 49.8%, while the remaining 51.2% is influenced by other factors.

The results of this study get the equation  $= 84.097 + 0.395 X_3$  can be used to predict teacher creativity based on visionary leadership scores, it can be predicted that every 1 increase in visionary leadership score will increase teacher creativity by 0.395 times at a constant 84.097.

The principal's visionary leadership is able to foster positive teacher attitudes. Based on the description above, it can be concluded that visionary leadership is one of the determinants of creativity for East Jakarta State MTs teachers.

#### The joint relationship of Organizational Culture and Empowerment with Teacher Creativity

The results of the study indicate that there is a positive relationship between organizational culture and empowerment with teacher creativity, meaning that the principal acts to show good visionary leadership and the teacher at MTs Negeri Jakarta Timur has good empowerment, so the creativity of the teacher will be good.

Based on the results of the study, the correlation coefficient value of the relationship between organizational culture and empowerment with teacher creativity = (ry<sub>12</sub>) of 0.816, with a probability value (sig) of 0.000 < 0.05, H<sub>0</sub> is rejected, meaning that there is a relationship between organizational culture and empowerment with teacher creativity. Thus, this study confirms that there is a relationship between organizational culture and empowerment with teacher creativity.

The correlation coefficient of 0.816 according to the Guilford category, is classified as medium. The diversity in the creativity of MTs Negeri Jakarta Timur teachers which can be explained due to the influence of organizational culture and empowerment is obtained from the coefficient of determination of 0.666, which means that 66.6% of the factors of teacher creativity are determined jointly by organizational culture and empowerment.

Teacher creativity is the behavior of a teacher to express and realize the potential of thinking power to produce something new and unique or the ability to combine



something that already exists into something else to make it more interesting. Creativity can also be interpreted as the ability to create a new product, or the ability to provide new ideas and apply them in problem solving. Teachers must race in learning by providing learning facilities for all students, so that they can develop their potential optimally

The link or relationship between organizational culture and teacher creativity, namely organizational culture is basically a mutually agreed habit that gives rise to a value, norm or rule that applies in the organization, if the culture or habits are carried out well, it will be easy to increase teacher creativity, considering organizational culture will bind its members / teachers.

The relationship between empowerment and teacher creativity, namely that empowerment is a person's action to 'work' through the delegation of decision-making authority so that individuals feel more self-determined, feel meaningful, competent and their work has an impact on the organization. With higher teacher empowerment, teacher creativity will also increase.

Based on the description above, organizational culture and empowerment are the determining factors in increasing the creativity of East Jakarta State MTs teachers. This is reinforced by the results of quantitative research and focuses on the fourth qualitative research, namely: which of the two independent variables, namely organizational culture and empowerment, is more dominant in relation to teacher creativity, obtained information based on quantitative data through partial correlation test results which are strengthened by qualitative data that empowerment is more dominant in influencing teacher creativity than organizational culture.

The joint relationship of Organizational Culture and Visionary Leadership with Teacher Creativity.

The results showed that there was a significant positive relationship between organizational culture and visionary leadership and teacher creativity. Based on the results of the research, the correlation coefficient value of the relationship between organizational culture and visionary leadership with ( $r_{y13}$ ) is 0.803, with a probability value ( $\text{sig}$ )  $0.000 < 0.005$ , then  $H_0$  is rejected, meaning that there is a significant relationship between organizational culture and visionary leadership and teacher creativity. Thus, this study confirms that there is a significant positive relationship between organizational culture and visionary leadership and teacher creativity. The contribution of organizational culture and visionary leadership to teacher creativity ( $r^2_{y13}$ ) is 0.644 which means that 64.4% of the diversity in teacher creativity can be explained by organizational culture and visionary leadership.

The relationship between the principal's visionary leadership and organizational culture with the work discipline of the West Jakarta State Madrasah Tsanawiyah teachers". A good organizational culture with the support of a visionary principal will be able to improve teacher work discipline. Starting from a disciplined teacher with a commitment to foresight will bring up the creativity of the teacher.

Based on the description above, organizational culture and visionary leadership are the determining factors for the creativity of East Jakarta State MTs teachers. This is reinforced by the results of quantitative research and focus on the fifth qualitative research, namely: which of the two independent variables, namely organizational culture and visionary leadership, is more dominant in relation to teacher creativity. by qualitative data that organizational culture is slightly more influential. The partial

correlation value of organizational culture is 0.525 which is greater than the partial correlation value of visionary leadership (0.477). However, both have a significant effect on teacher creativity.

The joint relationship of Empowerment and Visionary Leadership with Teacher Creativity.

The results showed that there was a significant positive relationship between empowerment and visionary leadership and teacher creativity. Based on the research results, the correlation coefficient between empowerment and visionary leadership with teacher creativity ( $r_{y23}$ ) is 0.854, with a probability value ( $\text{sig}$ )  $0.000 < 0.05$ , then  $H_0$  is rejected, meaning that there is a relationship between empowerment and visionary leadership and teacher creativity. Thus, this study confirms that there is a significant positive relationship between empowerment and visionary leadership and teacher creativity. The correlation coefficient of 0.854 according to the Guilford category, is classified as high, which means it has a high correlation. The diversity in the creativity of MTs Negeri Jakarta Timur teachers can be explained due to the influence of empowerment and visionary leadership obtained from the coefficient of determination of 0.729, which means that 72.9% of the creativity factors of East Jakarta State MTs teachers are jointly influenced by empowerment and visionary leadership. Teacher empowerment is optimizing the division of roles for each teacher in schools. The optimal division of tasks gives high confidence to the teacher to work. Principals who have a good vision will be able to see the challenges ahead that must be faced together. The success of the principal in managing the school lies in the empowerment of school personnel. Principal visionary leadership is the principal's way as a leader to delegate and articulate a realistic, trustworthy, attractive vision of the future for schools that continue to grow and improve today. The relationship between empowerment and teacher creativity, namely that empowerment is the development of the mentality of being able to work through the delegation of decision-making authority so that individuals feel more self-determined, feel meaningful, competent and their work has an impact on the organization. With higher teacher empowerment, teacher creativity will also increase. The relationship between visionary leadership and teacher creativity is that schools with visionary leadership are expected to include teachers who have work enthusiasm, work discipline, and high work creativity. According to Bass and Riggio, leadership can change the behavior of subordinates by motivating and encouraging them to devote their attention to the interests of the organization. Schools with visionary leadership, then in them there are teachers who have a high awareness of the importance of success in realizing the assigned tasks and will devote full attention to common interests, and are far-sighted, so that teachers

The joint relationship of Organizational Culture, Empowerment and Visionary Leadership with Teacher Creativity.

The results showed that there was a significant positive relationship between organizational culture, empowerment, and visionary leadership and teacher creativity. Based on the results of hypothesis testing, the correlation coefficient of the relationship between organizational culture, empowerment, and visionary leadership with teacher creativity ( $r_{y123}$ ) is 0.861, with a probability value ( $\text{sig}$ ) of  $0.000 < 0.05$ , then  $H_0$  is rejected, meaning that there is a significant positive relationship with organizational culture, empowerment, and visionary leadership with teacher creativity. Thus, this study

confirms that there is a significant relationship between organizational culture, empowerment, and visionary leadership with teacher creativity.

The correlation coefficient of 0.861 according to the Guilford category, is classified as high, which means it has a high correlation. The diversity in the creativity of MTs Negeri Jakarta Timur teachers which can be explained by the influence of organizational culture, empowerment, and visionary leadership. The contribution of organizational culture, empowerment, and visionary leadership to teacher creativity ( $r^2_{y123}$ ) is 0.742 which means that 74.2% of the diversity in teacher creativity can be explained by organizational culture, empowerment and visionary leadership.

The link or relationship between organizational culture, empowerment and visionary leadership of school principals together with teacher creativity. Organizational culture is a set of values and rules that have been agreed upon by members of the organization, empowerment is the development of a 'capable of working' mentality through delegation of decision-making authority so that individuals feel more self-determined, meaningful, competent and their work results have an impact on the organization, while visionary leadership The higher the principal, the higher the teacher's enthusiasm for work. Thus, it will be easier for someone to achieve high teacher creativity, if the principal's visionary leadership is fulfilled. Based on the description above, organizational culture, empowerment and visionary leadership of school principals are jointly positively related to teacher creativity.

Based on the description above, the organizational culture, empowerment and visionary leadership of school principals are the determining factors for the creativity of East Jakarta State MTs teachers. This is reinforced by the results of the sixth quantitative study, namely: which of the three independent variables is more dominant in relation to teacher creativity. Based on the above analysis, it can be concluded that although collectively there is a significant relationship between organizational culture, empowerment and visionary leadership with teacher creativity, partially the empowerment variable has the largest correlation.

## **Conclusion**

Based on the results of data analysis and hypothesis testing in this study, it can be concluded as follows:

1. There is a positive relationship between organizational culture and teacher creativity so that strengthening organizational culture can increase teacher creativity
2. There is a positive relationship between empowerment and teacher creativity so that strengthening empowerment can increase teacher creativity
3. There is a positive relationship between the principal's visionary leadership and teacher creativity so that strengthening the principal's visionary leadership can increase teacher creativity
4. There is a positive relationship between organizational culture and empowerment together with teacher creativity so that strengthening organizational culture and empowerment together can increase teacher creativity
5. There is a positive relationship between organizational culture and the principal's visionary leadership together with the creativity of teachers so that the strengthening of organizational culture and the principal's visionary leadership together can increase teacher creativity.

6. There is a positive relationship between empowerment and visionary leadership of school principals together with teacher creativity so that strengthening empowerment and visionary leadership of principals together can increase teacher creativity
7. There is a positive relationship between organizational culture, empowerment and visionary leadership of school principals together has a positive relationship with teacher creativity so that strengthening organizational culture, empowerment and visionary leadership of principals together can increase teacher creativity

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