

## TEACHER CREATIVITY REVIEWED FROM WORK ENVIRONMENT PRINCIPAL LEADERSHIP AND WORK MOTIVATION AT SMA BATIK 2 SURAKARTA

Salamah Hadiyati,<sup>1</sup> Bambang Mursito,<sup>2</sup> Ida Aryati,<sup>3</sup> Anna Probowati<sup>4</sup>

<sup>1,2,3</sup>Fakultas Ekonomi, Program Pascasarjana Universitas Islam Batik Surakarta

<sup>4</sup>STIE Rajawali Purworejo

E-mail: [hadiyatisalam@gmail.com](mailto:hadiyatisalam@gmail.com)

**Abstract :** *This study aims to see the effect simultaneously or partially the variables of the work environment, principal's leadership and work motivation with the creativity of teachers at SMA Batik 2 Surakarta. Researchers conducted observations at SMA Batik 2 Surakarta with the object of teacher research as a sample in order to determine the relationship between of the work environment, principal's leadership and work motivation with the creativity. The research method is in the form of survey research using quantitative research with a sample size of about 49 teachers. The data collection method used a questionnaire with a saturated sampling technique. Processing of data using the SPSS program using multiple regression equation analysis tools, F test, t test, and the coefficient of determination. The results of the analysis can be obtained that the variables of the work environment, principal's leadership and work motivation with the creativity have a simultaneous effect on the teachers SMA Batik 2 Surakarta. the work environment has a significant effect on the creativity of teachers in SMA Batik 2 Surakarta. principal's leadership ability has a significant effect on the teachers of the creativity SMA Batik 2 Surakarta. Leadership style has a significant effect on the teachers the creativity of SMA Batik 2 Surakarta. Work motivation has a significant effect o the creativity of teachers at SMA Batik 2 Surakarta. The results of the observation show that simultaneously the independent variables which include of the work environment, principal's leadership and work motivation with the creativity of teachers*

**Keywords:** *Work Environment, Work Motivation , Principal's Leadership And With Creativity Of Teacher Work Productivity.*

### 1. Introduction

The development of education today demands teachers to be more creative and productive. Although it is undeniable, there are still many teachers who have not reached that stage. They're just teaching teachers. This is a problem experienced by most teachers in this country. Given the importance of education, the government and various parties have continued to strive to improve the quality of education through various means. These efforts include education and training, workshops, increasing education budgets, improving teacher welfare, implementing school-based management, and issuing several laws and regulations in education. Through these efforts, it is expected that the quality of education will be improved.

One of the spotlight's education issues is teachers, who are an essential element in education. Teachers are the most crucial resource in achieving educational success in schools, these resources will be realized in work, talent, creativity, and effectiveness of work (Swino Manik et al., 2016). Other phenomena are teacher discipline towards discipline, and teacher code of conduct is still low, teacher persistence in delivering lessons to students is still low, and aggravated by a school environment that is less conducive because it is not eligible to establish a school. According to Akker in Suharlan (2017), teachers face several problems in implementing education reforms: (1) There is the incredible difficulty for teachers to change their role in the teaching and learning process so that teachers always return to the things they love. I'm used to it. , (2) The teacher's lack of knowledge, skills, and confidence in the materials he teaches, (3) The amount of time it takes to prepare for teaching, and (4) There is a dim view, and the feeling that changes are made will have little effect on students.

Based on these problems, teacher creativity needs to be considered to improve the quality of teachers and teacher performance in work because invention is closely related to performance and quality. Therefore, it is necessary to trace the factors determining teacher creativity, such as work environment, principal leadership, and work motivation.

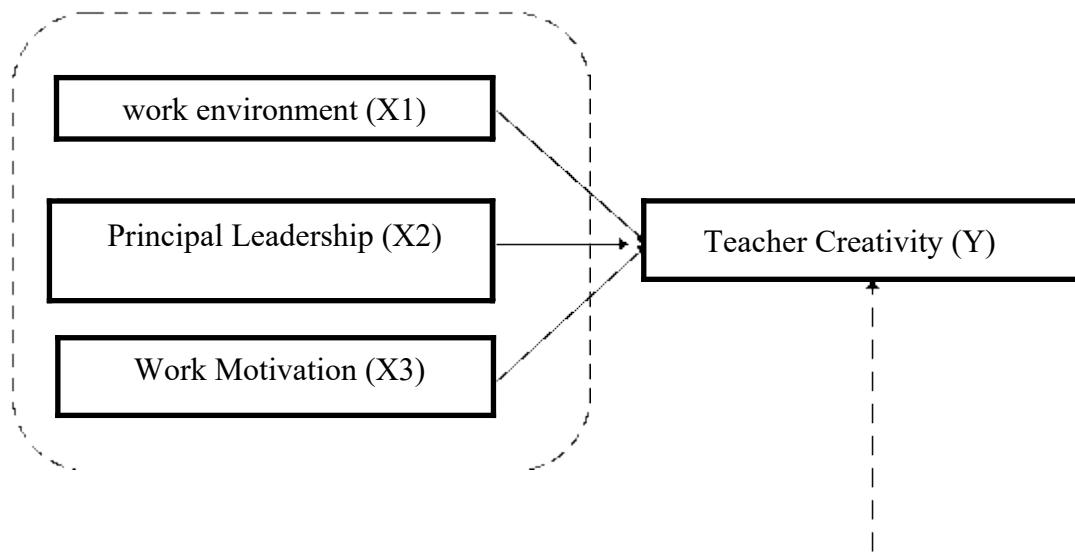
Based on Asef Riyadi research (2014), several things affect teachers' lack of maximum creativity in managing to learn, one of which is the teacher's self-motivation that causes reluctance to develop creativity. One of Asef Riyadi's research (2014) explained that intrinsic motivation directly affects teacher creativity. Another study also supports the results of this study, Suharlan (2017). One of the results explains that there is a direct positive influence of the principal's transformational leadership on the creativity of teachers skin 1 Ketahun.

The next factor influencing teacher creativity is the headmaster's leadership. Edy Sutrisno in Mukhtar (2020) explained that leadership factors play an essential role in an organization because it is the leader who will drive and direct the organization in achieving its goals. In other words, whether or not leadership qualities determine successful efforts to achieve organizational goals. The influence of work motivation on teacher creativity was also examined by Carmen Fischer et al., who stated that the results of hierarchical regression analysis confirm the widely found positive effects of intrinsic motivation on creative and innovative performance.

This research was conducted at SMA Batik 2 Surakarta and based on initial observations, it appears that teacher creativity needs to be improved significantly because of the pandemic period that certainly makes students easily bored with monotonous learning systems. Student boredom can be seen from the lack of attendance during online learning. Early observations also found that students are tired of dull online learning models that need to be varied again.

Based on the description on the background of the research above, the formulation of the problem that arises is as follows:

1. Is there any influence of work environment, principal leadership, and simultaneous work motivation on teacher creativity at SMA Batik 2 Surakarta?
2. Is there any influence of the work environment on teacher creativity at SMA Batik 2 Surakarta?
3. Is there any influence of the principal's leadership on the creativity of teachers at SMA Batik 2 Surakarta?
4. Is there any influence of work motivation on teacher creativity at SMA Batik 2 Surakarta?



A hypothesis is needed to make research and problem solving more targeted at the problems outlined above. The hypotheses in this study are as follows:

- H1 : Work Environment, Principal Leadership and Work Motivation together positively influence teacher creativity at SMA Batik 2 Surakarta.
- H2 : Work Environment has a positive influence on the creativity of teachers at SMA Batik 2 Surakarta.
- H3 : Principal leadership has a positive influence on teacher creativity at SMA Batik 2 Surakarta.
- H4 : Work Motivation has a positive influence on the creativity of teachers at SMA Batik 2 Surakarta.

## 2. Literature Review

### A. Teacher Creativity

In the Great Dictionary of The Indonesian Language the word "Kreatif" means to have the copyright or have the ability to create something and "Creativity" means the ability to create or create (Depdiknas, 2005:599).

Creativity is defined as one's ability to create unique and new things and be the right solution. Similar statements were expressed by Colquitt, LePine, and Wesson (2009:304) that "creativity is defined as the capacity to generate novels and useful ideas and solutions".

According to Utami Munandar, there are 4 definitions of creativity, namely:

- a. The definition of personal creativity is given in a "three-faceted model of creativity" by Sternberg. The meeting point is typical between psychological attributes: intelligence, cognitive style, and personality or motivation.
- b. The definition of the process, according to Torrance which states that creativity resembles the steps in scientific methods, namely the description that covers the entire creative and scientific process ranging from finding problems to presenting problems.

- c. Product definition, according to Barron which states that creativity is the ability to produce or create something new. It focuses on innovative products that emphasize originality. According to Haefele, creativity is the ability to create new combinations that have social significance.
- d. The understanding of the press, from the three definitions and approaches of creativity, emphasizes the "press" factor or motivation, both internal motivation (self in the form of desire and desire to create or occupy themselves creatively) or external impulses of the social environment. Psychological environment.

## **B. Work Environment**

To meet the needs of life, humans and socializing with each other, humans also do work activities that they do in the work environment. According to Zullighoven (2005:6), "a work environment is the place where work is completed and the required work objects and tools are provided".

The work environment is where the work is completed and the terms of the workpiece and its tools are provided. The work environment is not only limited as a place to complete tasks for the work done. But more than that, that in the work environment, there is a complex interaction between the worker and the environment itself.

A similar definition was also revealed by Mueller (2009:281) citing an Administration Safety and Health Administration statement stating: Occupational Safety and Health Administration (OSHA) defines the work environment as the establishment and other locations where one or more employees are working or are present as a condition of their employment. The work environment includes physical sites and the equipment or materials used by the employee during their work.

Leadership is the ability of a person to influence others, namely his subordinates to do the will of his leader. Leadership is affecting the activities of individuals and groups to achieve goals in certain situations (Sutrisno, 2015: 214).

## **C. Principal Leadership**

Leadership is the ability to influence a group of people to work towards goals and goals. Leadership is a series of structuring activities embodied as the ability to control the behavior of others in certain situations so that they are willing to work together to achieve agreed goals (Andang, 2014:38).

Rivai (2003:3) further explained that leadership is directing and influencing activities that have to do with the group. Leadership is understood in two senses, namely, as a force to move and influence people. Leadership is just a tool, a means, or a process to persuade people to do something voluntarily/joyfully. Namely: a). generate trust and loyalty b). communicate ideas to others c). in various ways affect others d). a leader is a great man admired and adored, and proud by his subordinates (Wahjosumidjo 2003:40).

One's ability to organize and direct others and the ability to be representative of an organization's need to achieve its goals are the reasons someone is appointed leader. In addition, the needs of a leader have at least 4 (four) reasons, namely: (1) because many people need a leader figure, (2) in some situations, a leader needs to appear on behalf of his group, (3) as a place to take risks when pressure occurs. Group, and (4) as a place to put power (Andang, 2014: 37). According to T. Hani Handoko (2001:294), the definition of leadership is the ability that

one has to influence others to work towards achieving goals and goals. Based on the understanding that leadership is influencing behavior, this indicates a series of tasks that need to be performed by a leader, namely: a). generate trust and loyalty b). communicate ideas to others c). in various ways affect others d). a leader is a great man admired and adored, and proud by his subordinates (Wahjosumidjo 2003:40).

#### **D. Work Motivation**

According to Moekijat (2007:93), the word motivation comes from the primary word motive, motivation, or reason. Thus, motivation implies a situation that encourages or causes a person to perform an act/activity directly realized. Motivation is a factor that enables a person to do an activity. Human motives are motivations, desires, and other driving forces that come from within a person. Motives give purpose and direction to our behavior.

Mc. Donald (in Syaiful Bahri Djamarah, 2008: 148) says that motivation is a change in energy in one's personality characterized by the appearance of affective (feelings) and reactions to achieve goals. According to George R. Terry, work motivation is the desire to encourage him to do something. According to Sondang P. Siagian, the motivation of teachers' work is the whole process of giving work motives to subordinates in such a way that they want to work sincerely to achieve organizational goals efficiently and economically. While according to Wahjosumidjo, "work motivation is a psychological process that reflects the interaction between attitudes, perceptions, needs, and satisfaction that occurs in a person (Moekijat, 2007: 93).

### **3. Research Methodology**

This research uses a descriptive quantitative approach. Quantitative research is a scientific method because it has fulfilled scientific rules that are concrete or empirical, objective, measurable, rational, and systematic (Sugiyono, 2016: 7).

The population is the entire subject of research (Arikunto, 2010: 173). In this study, the people in this study were all teachers at SMA Batik 2 Surakarta, which amounted to 49 people. The sample is a part or representative of the population to be studied (Arikunto, 2010: 109). The number of samples taken as many as 49 people or respondents. The sampling technique used in this study is the census technique.

Data collection techniques in this study are:

1. Observation
2. Interview
3. Questionnaire
4. Literature Studies

This study uses statistical data analysis techniques with SPSS programs..

#### 4. Results And Discussion

##### A. Reliability Test Results

Table 1.  
Reliability Test Results

Research Variables	<i>Alpha</i>	Critical Boundaries	Conclusion
Work environment (X1)	0,898	0,60	Reliabel
Principal leadership (X2)	0,823	0,60	Reliabel
Work motivation (X3)	0,835	0,60	Reliabel
Teacher creativity (Y)	0,771	0,60	Reliabel

Source : Attachment Data

The table shows that the reliability results of the supervise variable show the alpha value is positive and more significant than 0.60 then the reliability of the question can be said to be high, then the question items for the work environment variables, principal leadership, work motivation, and teacher creativity can be said to be reliable..

##### B. Multiple Linear Regression Test

Table 2.  
Multiple Linear Regression Test

Variable	coefficient	Sig
(Constant)	12.332	0.003*
Work environment	0.317	0.022*
Principal leadership	0.303	0.017*
Work motivation	0.518	0.005*

Source :Data Analysis Attachment

Information:

Y : Teacher creativity

X1 : Working Environment

X2 : Principal Leadership

X3 : Motivation work

\* : significant at error rate of 5%

\*\* : significant at 1% error rate

Multiple linear regression analysis is used to determine the effect of free variables on bound variables by using the following equations:

$$Y = 12.332 + 0.317 X_1 + 0.303 X_2 + 0.518 X_3$$

$$R^2 = 84,5 \%$$

The results of the above regression can be explained as follows:

- $Y = 12.332$  means that if the work environment assuming the principal's leadership and work motivation remains, then teachers' creativity will also increase with a score of 12,332 units
- $X_1 = 0.317$  This means that if there is a change in the work environment by one unit, teachers' creativity will increase by 0.317 units



- $X_2 = 0.303$  this means that if there is a change in the headmaster's leadership by one unit, the creativity of the teacher will increase by 0.303 units.
- $X_3 = 0.518$  this means that if there is a change in work motivation by one unit, the creativity of teachers will increase by 0.518 units.

### C. Hypothesis Test

Table 3.  
F Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	929.176	3	309.059	67.752	,000 <sup>a</sup>
Residual	171.224	26	6.178		
Total	1000.400	29			

Source : Data Analysis Attachment

The results of the F test showed that the work environment, the leadership of the principal, and work motivation simultaneously influenced the creativity of teachers at SMA Batik 2 Surakarta had a Fhitung score of 67,752 with a significance value of  $0.000 < 0.05$  so that simultaneously the work environment variables, the leadership of the principal, and the work motivation positively and significantly influenced the creativity of teachers of SMA Batik 2 Surakarta. The first hypothesis states that the factors of the work environment, the leadership of the principal, and work motivation simultaneously have a significant effect on the creativity of SMA Batik 2 Surakarta teachers supported in this study.

### D. T Test (Partial)

The results of the t test in this study can be seen in table 4. the following:

Table 4.  
T Test Result

Variabel	T	Sig	Stand
(Constant)	4.345	0.003	5.862
Work environment	2.140	0.022	0.148
Principal leadership	2.177	0.017	0.139
Work motivation	3.106	0.005	0.167

Source : Data Analysis Attachment

**1. The influence of the work environment on teacher creativity**

Multiple linear results showed that the number of work environment variables was 2,140 with a significance value of 0.022, because the significance value of  $0.022 < \alpha$  (0.05), there was a significant influence of work environment variables on teacher creativity so that hypothesis 2 that states the work environment factors have a substantial impact on the creativity of teachers of SMA Batik 2 Surakarta supported in this study.

**2. The influence of the headmaster's leadership on teacher creativity**

The double linear results showed that the principal's leadership variable was 2,177 with a significance value of 0.017, because the significance value of  $0.017 < \alpha$  (0.05) was supported in this study.

**3. The influence of work motivation on teacher creativity**

Multiple linear results showed that the number of work motivation variables amounted to 3,106 with a significance value of 0.005, because the significance value of  $0.005 < \alpha$  (0.05) then there was a significant influence of work motivation variables on teacher creativity so that hypothesis 4 that states the work motivation factor has a significant effect on the creativity of teachers of SMA Batik 2 Surakarta supported in this study.

**E. Determination Coefficient Test ( $R^2$ )**

The results of the determination coefficient test showed that the number of coefficients of determination of 0.845, which in this case means the variables of the work environment, the leadership of the principal, and work motivation, influenced the creativity of teachers of SMA Batik 2 Surakarta by 84.5%. In contrast, the remaining 15.5% was influenced by other variables not described in this model, such as teacher commitment, completeness of infrastructure, and the use of leisure time.

**Discussion**

**1. The Influence of the Work Environment on Teacher Creativity**

Based on the results of the partial data analysis of the relationship between the work environment to the creativity of teachers of SMA Batik 2 Surakarta can be known by paying attention to the magnitude of t count of 2,140 with a significance value of 0.022, because the significance value of  $0.022 < \alpha$  (0.05) then the work environment has a significant influence on the creativity of teachers of SMA Batik 2 Surakarta. This result is due to the work environment, especially in providing support to teachers to develop their potential in developing creativity. This can create more varied learning methods, maximizing the infrastructures that can support learning, the interaction between communicative school residents and the use of diverse learning resources.

This result indicates that the increasing work environment can cause the creativity of SMA Batik 2 Surakarta teachers to increase.



## **2. Influence of Principal Leadership on Teacher Creativity**

Based on the results of the partial data analysis, the relationship between the principal's leadership to the creativity of teachers of SMA Batik 2 Surakarta can be known by considering the magnitude of t count of 2,177 with a significance value of 0.017, because the significance value of  $0.017 < \alpha$  (0.05) then there is a significant influence of variable leadership of the principal on the creativity of teachers of SMA Batik 2 Surakarta.

In theory it is mentioned that "Leadership is an activity in guiding a group in such a way that it achieves the objectives of the group, for which those goals are common goals" (Soekarto Indrafachrudi, 2006: 2). Meanwhile, according to Koontz in Wahjosumidjo, the principal as a leader should be able to: The principal tries to guide his subordinates, especially the teachers, for the best possible purpose to realize together. Teachers, as recommended parties, will assess and give a perception of how leadership applies in schools. When the headmaster's leadership goes well, then the teacher's perception of the Principal's Leadership will be good, then this will support the teacher's performance in creativity, including in improving teachers in classroom learning. Thus, the above theory by the study results mentions a positive influence of leadership on teacher creativity in education. It can be said that with good principal leadership then teacher creativity in learning will be increased. Encourage the emergence of a strong will with the spirit and confidence of teachers, staff and students in carrying out their respective duties. Provide guidance and direction to teachers, staff and students and encourage, encourage and stand in front of the school's progress and inspiration in achieving the objectives (2010: 105).

The principal tries to guide his subordinates, especiall the teachers, for the best possible purpose to realize together. Teachers, as recommended parties, will assess and give a perception of how leadership applies in schools. When the headmaster's leadership goes well, then the teacher's perception of the Principal's Leadership will be good, then this will support the teacher's performance in creativity, including in improving teachers in classroom learning. Thus, the above theory by the study results mentions a positive influence of leadership on teacher creativity in education. It can be said that with good principal leadership then teacher creativity in learning will be increased.

## **3. The Influence of Work Motivation on Teacher Creativity**

Based on the results of the partial data analysis, the link between work motivation to the creativity of teachers of SMA Batik 2 Surakarta can be known by considering the magnitude of t count of 3,106 with a significance value of 0.005, because the significance value of  $0.005 < \alpha$  (0.05) then there is a significant influence of work motivation variables on the creativity of teachers of SMA Batik 2 Surakarta. Thus, the higher the Teacher's Work Motivation, the higher the Creativity of Teachers in Learning.

According to Hamzah B. Uno, Teacher's Work Motivation is nothing but "a process that is done to move the teacher so that his behaviour can be directed at real efforts to achieve the goals that have been set" (2008:71). The motivation of the teacher's work here will move the teacher to self-development efforts, both within the scope of teachers as individuals and in the area of work.

Teachers are members of school organizations that have a real purpose in educating students armed with creativity. Therefore, based on existing theories, Teacher Work Motivation is directed to mobilize teachers to develop their creativity in learning for the school that has been set. Thus this theory is in line with the research results that states that there is a positive relationship between teacher work motivation and teacher creativity.

## 5. Conclusion

Based on the results of research and discussion, can be drawn some conclusions as follows:

1. The work environment, the principal's leadership, and simultaneous work motivation have a significant impact on SMA Batik 2 Surakarta teachers' creativity.
2. The work environment has a positive and significant effect on the creativity of teachers of SMA Batik 2 Surakarta.
3. The headmaster's leadership has a positive and significant effect on the creativity of SMA Batik 2 Surakarta teachers.
4. Work motivation has a positive and significant effect on SMA Batik 2 Surakarta teachers' creativity.
5. The results of the determination coefficient test show that the coefficient of determination of 0.845, in this case, means that the work environment variables, principal leadership, and work motivation affect the creativity of SMA Batik 2 Surakarta teachers by 84.5%. In contrast, the remaining 15.5% is influenced by other variables not described in this model, such as teacher commitment, completeness of infrastructures, and the use of leisure time.
6. From the results of the regression equation can be explained as follows:
  - $Y = 12.332$ , that is, if the work environment assuming the principal's leadership and work motivation remains, then the creativity of teachers will also increase with a score of 12,332 units
  - $X_1 = 0.317$  This means that if there is a change in the work environment by one unit, teachers' creativity will increase by 0.317 units
  - $X_2 = 0.303$  This means that if there is a change in the headmaster's leadership by one unit, the teacher's creativity will increase by 0.303 units
  - $X_3 = 0.518$  this means that if there is a change in work motivation by one unit, the creativity of teachers will increase by 0.518 units.

## Suggestion

Based on the above conclusions, researchers presented some suggestions as follows:

1. School managers should motivate in improving the work environment, the leadership of the principal and the motivation of SMA Batik 2 Surakarta teachers to maximize the influence that can increase the creativity of teachers' work effectively. In this case, there are several ways to increase the invention of the teacher's work, including improving the teacher's work environment in terms of comfort in the implementation of the learning process, as well as the motivation of work to bring creativity in the learning process, the principal must constantly manage the school to the maximum.
2. According to the basic theory in this study there are many other factors that affect the creativity of teachers' work. It is expected that in the next study researchers conduct research for other factors that affect teacher's work creativity such as skill level, work environment, work motivation or many other factors so that the research conducted can provide deeper benefits for the world of education. Similarly, it is expected that in the next study can do research with the same variables and done in different schools or institutions / other.

## Reference

- Alisjahbana, S.T. (Ed.) 1983. *Kreativitas. Kumpulan Makalah Diskusi Kreativitas*. Jakarta : PT. Dian Rakyat.
- Asmani, Jamal Ma'mur. 2009. *Manajemen Pengelolaan dan Kepemimpinan Pendidikan Profesional*. Yogyakarta. Diva Press.
- Atmodiwirio dan Totosiswanto, Soeranto. 1991. *Kepemimpinan Kepala Sekolah*. Semarang : CV Adhi Waskita.
- Depdiknas. 2005. *Kamus Besar Bahasa Indonesia*. Edisi Ketiga. Jakarta: Balai Pustaka.
- Djamarah, Syaiful Bahri. 2008. *Psikologi Belajar*. Jakarta: Rineka Cipta.
- Fischer, Carmen, Charlotte P. Malycha and Ernestine Schafmann. 2019. *The Influence of Intrinsic Motivation and Synergistic Extrinsic Motivators on Creativity and Innovation*. Queensland University of Technology : Frontiers in Psychology.
- George, Jennifer M., Gareth R.Jones. 2012. *Understanding and Managing Organizational Behavior- Sixth Edition*. New Jersey: Pearson Education.
- Handoko, T. Hani. 2001. *Manajemen Personalia dan Sumber Daya Manusia*. Yogyakarta : BPFE Yogyakarta.
- Hasibuan S.P Melayu. 2011. *Manajemen: Dasar, Pengertian dan Masalah*. Jakarta: Bumi aksara.
- Kaufman, James C. dan Robert J Sternberg. 2006. *The International Handbook of Creativity*. New York: Cambridge University Press.
- Manik, Swino., Sulaiman, dan Mislinawati. 2016. *Hubungan Kepemimpinan Kepala Sekolah dengan Kreativitas Guru Di SDN Unggul Lampeuneurut Aceh Besar*. Jurnal Ilmiah Pendidikan Guru Sekolah Dasar. 1(2): 46-54
- Moekijat. 2007. *Organisasi dan Motivasi*. Jakarta: Bumi Aksara.
- Mu'min, Aisyah. *Pengaruh Motivasi Beprestasi dan Kebiasaan Belajar Terhadap Kreativitas Mahasiswa STAIN Kendari*. Jurnal Al-Izzah. 9 (1) : 123-142
- Mueller, Max. 2009. *The Manager's Guide to Human Resources*. USA: AMACOM.
- Mukhtar, Kholifatul Azizah. 2020. *Pengaruh Kepemimpinan Kepala Madrasah dan Motivasi Kerja Guru terhadap Kreativitas Guru Mtsn Se-Kabupaten Madiun*. Southeast Asian Journal of Islamic Education Management. 1(1) : 9-23
- Mulyasa. 2004. *Manajemen dan Kepemimpinan Kepala Sekolah*. Bandung: Remaja Rosdakarya.
- Prayitno. 2005. *Pendekatan "Basic Need" Dalam Pendidikan: Aplikasi Ilmu Pendidikan*. Bukit Tinggi : UNP.

- Rivai, Veithzal. 2003. *Kepemimpinan dan Perilaku Organisasi*. Jakarta : Rajawali Pers.
- Riyadi, Asef. 2014. *Pengaruh Lingkungan Kerja dan Motivasi Intrinsik Terhadap Kreativitas Guru SMA Negeri Kota Bandar Lampung*. Jurnal Manajemen Pendidikan. 5(2) : 957-966
- Rohidi, Tjetjep Rohindi. 1994. *Pendekatan Sistem Sosial Budaya Dalam Pendidikan*. Semarang : Ikip Semarang Press.
- Sanny, Lim., Raden Ajeng Bebbby Cahyani, dan Yogi Andhika. 2013. *Analisis Pengaruh Lingkungan Kerja dan Motivasi Terhadap Kreativitas Karyawan Perum Pegadaian (Kanwil)*. Jurnal Binus Business. 4 (1) : 389-397
- Sugiono. 2018. *Pengaruh Persepsi Guru tentang Kepemimpinan Kepala Sekolah dan Iklim Organisasi terhadap Kreativitas Guru Kelas Sekolah Dasar Negeri Se-Kecamatan Pasir Sakti Lampung Timur*. Jurnal Lentera Pendidikan Pusat Penelitian LPPM UM METRO. 3 (2) : 182-195
- Sugiyono. 2015. *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif dan R&D)*. Bandung: Alfabeta.
- Suharlan. 2017. *Pengaruh Sikap Inovatif dan Kepemimpinan Transformasional Kepala Sekolah, Terhadap Kreativitas Guru di SMK*. 11 (1) : 42-44
- Suharsimi Arikunto. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta
- Supriadi, Dedi. 1994. *Kreativitas, Kebudayaan dan Perkembangan Iptek*. Bandung : CV. Alfabeta.
- Sutisna, Oteng. 1983. *Administrasi Pendidikan : Dasar Teoritis untuk Praktek Profesional*. Bandung : Angkasa.
- Uno, Hamzah B. 2013. *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- Wahjosumidjo. 1999. *Kepemimpinan dan Motivasi Pendidikan*. Jakarta: Ghalia Indonesia. Wahjosumidjo. 2005. *Kepemimpinan Kepala Sekolah Tinjauan Teoritik dan Permasalahannya*.
- Wahjosumidjo, *Kepemimpinan Kepala Sekolah*, (Jakarta: PT Raja Grafindo Persada, 2002), h. 49.
- Wibowo. 2016. *Perilaku Dalam Organisasi (Kedua)*. Bandung : Raja Grafindo Persada.
- Yamin, Martinis dan Maisah. 2010. *Standarisasi Kinerja Guru*. Jakarta : Persada Press
- Zamroni. 2011. *Pendidikan Demokrasi pada Masyarakat Multikultural*. Yogyakarta : Gavin Kalam Utama