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Teacher Creativity Growth through Organizational Culture Support and Leadership Influence

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Abstract

This study examines the influence of organizational culture and transformational leadership on enhancing teacher creativity in accredited vocational high schools (SMKs) in Bogor Regency. The aim is to analyze both direct and indirect effects of these variables on teacher creativity and to understand the mediating mechanisms involved. The research employs a quantitative approach using path analysis based on Partial Least Squares (PLS). The sample consists of 261 SMK teachers selected randomly through multistage random sampling. Data were collected through questionnaires, documentation, and interviews to ensure validity and comprehensiveness. The findings reveal that transformational leadership (X3) has the most significant direct effect on teacher creativity (Y), while organizational culture (X4) contributes moderately. Other variables, such as individual competence and work motivation (X1 and X2), exert indirect influence through X3 and X4. These results highlight the critical interaction between individual factors and organizational support in fostering teacher creativity. The study provides both theoretical and practical contributions, offering a basis for designing professional development strategies, training programs, and evidence-based educational policies to strengthen teacher quality and learning outcomes in SMKs.

Keywords: transformational leadership, organizational culture, teacher creativity,

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INTRODUCTION

The accelerating transformation of education in the twenty-first century has repositioned teacher creativity as a central determinant of instructional quality and school competitiveness. In vocational education contexts where responsiveness to industrial change, technological advancement, and workplace innovation is crucial teachers are required not only to master pedagogical competence but also to demonstrate adaptive, flexible, and creative instructional practices. Creativity enables teachers to design learning experiences that stimulate problem-solving, encourage authentic project-based tasks, and cultivate students' professional readiness. Consequently, the conditions under which teacher creativity emerges have become a strategic concern in educational management research.

A growing body of literature indicates that teacher creativity does not arise solely from individual cognitive attributes; rather, it is embedded within organizational systems, cultural norms, and leadership behavior (Amabile, 2018; Shah & Brown, 2021). Schools with supportive organizational cultures characterized by open communication, collaborative norms, psychological safety, and encouragement of experimentation tend to produce teachers who are more willing to explore new pedagogical strategies. Conversely, rigid or compliance-driven cultures often suppress creative engagement. Leadership, particularly transformational and entrepreneurial leadership, has also been consistently identified as a critical predictor of teacher creative performance because it shapes shared vision, motivation, and the organizational climate for innovation (Leithwood et al., 2020; Eisenbeiss et al., 2021).

Within Indonesian vocational schools (SMK), especially those operated by private foundations (yayasan), these dynamics become more complex. Despite the achievement of A-level accreditation, many foundation-managed SMKs still face challenges in constructing a culture that systematically encourages innovation among permanent teachers. Accreditation ensures compliance with standards, but it does not automatically guarantee the existence of an empowering organizational culture or leadership practice that nurtures creative growth. In Bogor Regency one of the regions with a high density of SMKs vocational institutions are under increasing pressure to produce creative, industry-ready graduates, yet teacher creativity development is often overshadowed by administrative demands, curriculum standardization, and foundation-level managerial constraints.

Empirical evidence reinforces these concerns. Several studies in Indonesian private schools reveal that although leadership has a strong influence on teacher performance and innovative work behavior, the cultural mechanisms that encourage creativity remain unevenly developed

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(Indajang et al., 2023; Pramesti et al., 2024). Other research found that school culture's effect on teacher creativity or innovation is frequently mediated by leadership style (Machali et al., 2024), suggesting that strong organizational support alone is insufficient without leadership capable of translating cultural values into everyday teaching practices. Yet, these studies generally examine teacher performance or innovative behavior in broad contexts. Very few studies focus explicitly on "teacher creativity growth" within A-accredited, foundation-run SMKs, where structural excellence does not always mirror cultural or leadership readiness for innovation. This constitutes a clear research gap.

Furthermore, studies on teacher creativity in Indonesia tend to emphasize psychological factors (e.g., motivation, creative self-efficacy) rather than institutional determinants such as organizational culture support or leadership influence. Comparative vocational education research also highlights that innovation in teaching is highly sensitive to the nuances of organizational governance, particularly in privately managed institutions where hierarchical control, resource allocation, and managerial discretion differ significantly from public schools (Yulindrasari & Kurniati, 2022). These findings indicate that the vocational school context in Indonesia, especially within foundation-run institutions, requires a more nuanced examination.

Given these gaps, the current study seeks to investigate Teacher Creativity Growth through Organizational Culture Support and Leadership Influence among permanent foundation teachers at A-accredited SMKs in Bogor Regency. By positioning teacher creativity as a strategic output of organizational and leadership dynamics rather than an isolated individual trait, this research intends to contribute a conceptual refinement and empirical elaboration to the existing body of knowledge.

The urgency of this study lies in three main aspects. First, the strategic role of vocational education in national workforce development demands teachers who are capable of creative instructional innovation. Second, foundation-managed SMKs represent a unique administrative ecosystem that remains understudied despite its prevalence in Indonesia's education landscape. Third, understanding how culture and leadership interact to shape teacher creativity can inform evidence-based interventions for school improvement, professional development, and organizational reform.

LITERATURE REVIEW

This literature review synthesizes theoretical perspectives and empirical findings on (1) teacher creativity, (2) organizational culture as a contextual driver of creativity, and (3) leadership

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influences (with emphasis on transformational and entrepreneurial leadership) that enable or constrain creative growth among teachers. The review concludes by locating the specific research gap this study addresses the under-examined interaction of organizational culture and leadership in driving *teacher creativity growth* within foundation-managed (yayasan) A-accredited SMKs in Bogor Regency.

Tabel 1 List of variables included in Teacher Creativity,Organizational Culture and Leadership Influence

Theme / Concept	Key Theoretical Ideas	Empirical Evidence	Limitations in Prior Studies	Relevance to Current Study
Teacher Creativity	• Creativity is a multidimensional construct involving originality, adaptive pedagogy, and innovative instructional strategies (Beghetto & Kaufman; Altan). • Amabile's Componential Theory: creativity emerges from expertise, creativity-relevant processes, intrinsic motivation, and	• Studies show teacher creativity improves student engagement and innovative learning outcomes. • Creativity develops through interaction between individual capability and contextual support.	• Most research focuses on teacher performance or innovation rather than *creativity growth*. • Psychological variables emphasized more than organizational conditions.	Establishes creativity as a central construct and supports examining creativity as a growth-oriented outcome influenced by cultural and leadership contexts in SMKs.

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Theme / Concept	Key Theoretical Ideas	Empirical Evidence	Limitations in Prior Studies	Relevance to Current Study
	enabling environments.			
Organizational Culture	• Schein's model: culture comprises shared assumptions, norms, artifacts, and values. • Creative culture features collaboration, trust, openness to risk, and psychological safety.	• Empirical evidence links positive school culture with teacher innovation and instructional creativity. • Culture often mediates the influence of leadership on teacher behaviour.	• Limited studies explicitly examine culture in foundation-run SMKs. • Culture is often measured superficially without capturing creative norms.	Positions organizational culture as a foundational determinant of teacher creativity, requiring context-specific examination in A-accredited, yayasan-managed SMKs.
Transformational Leadership	• Leaders provide inspirational motivation, intellectual stimulation, and individual support (Bass & Burns). • Promotes intrinsic motivation and risk-taking which enhances creativity.	• Numerous studies find transformational leadership positively influences teacher innovation and creative behaviour. • Often linked to increased professional	• Most studies use cross-sectional designs, limiting causal interpretation. • Measurement often conflates general performance outcomes with creativity.	Supports examining leadership as a driver of creativity and understanding how leadership styles operate uniquely in foundation-run vocational schools.

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Theme / Concept	Key Theoretical Ideas	Empirical Evidence	Limitations in Prior Studies	Relevance to Current Study
		autonomy and reflective practice.		
Entrepreneurial Leadership (in SMKs)	• Leaders engage in opportunity-seeking, resource mobilization, and innovation-building activities. • Particularly relevant for vocational education linked to labour markets and industry dynamics.	• Research in SMKs shows entrepreneurial leadership enhances innovation, teaching-factory development, and teacher autonomy. • Effective in promoting curriculum adaptation and school–industry partnerships.	• The relationship between entrepreneurial leadership and *teacher creativity* specifically is under-explored. • Often studied at institutional/program level, not teacher-level outcomes.	Highlights leadership type that may be uniquely impactful in SMKs but requires deeper analysis in relation to creativity growth among permanent teachers.
Leadership Culture Interaction	• Leadership shapes, reinforces, or transforms organizational culture. • Creative culture often emerges from sustained leadership	• Several studies indicate culture mediates leadership effects on teacher innovation. • School improvement literature	• Few studies explore combined (interactive) effects of leadership and culture on creativity in vocational settings. • Governance differences (public vs. foundation) rarely considered.	Justifies examining the interplay of culture and leadership as co-determinants of teacher creativity growth in foundation-managed SMKs.

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Theme / Concept	Key Theoretical Ideas	Empirical Evidence	Limitations in Prior Studies	Relevance to Current Study
	behaviours.	stresses alignment between leadership behaviour and cultural norms.		
SMK Context (Indonesia)	• Vocational schools require creativity to meet industry demands, technological shifts, and competency-based curricula. • Foundation-run SMKs have unique governance structures.	• Regional data show many SMKs in Bogor are privately managed and A-accredited, yet accreditation does not indicate creative-supportive environments.	• Vocational creativity research in Indonesia focuses mostly on student outcomes or teacher performance. • Lack of studies on *creativity growth* among permanent teachers.	Identifies a contextual gap—A-accredited foundation SMKs may not possess the cultural and leadership infrastructures necessary for teacher creativity despite high accreditation status.
Overall Research Gap	• Theoretical consensus: creativity requires supportive culture and enabling leadership.	• Some evidence exists but is fragmented and context-specific.	• No integrated model linking *organizational culture support* and *leadership influence* to *teacher creativity growth* in foundation-run A-accredited SMKs.	Forms the basis of the present study: examining how culture and leadership interact to predict teacher creativity growth in Bogor Regency

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Theme / Concept	Key Theoretical Ideas	Empirical Evidence	Limitations in Prior Studies	Relevance to Current Study
				SMKs.

RESEARCH METHODOLOGY

This study employed a quantitative explanatory design using a cross-sectional survey to examine the influence of organizational culture support and leadership on teacher creativity growth among permanent foundation-employed teachers in A-accredited vocational secondary schools (SMKs) in Bogor Regency. The explanatory approach was selected to test theoretical relationships among variables derived from organizational culture, leadership, and creativity frameworks. Structural Equation Modeling Partial Least Squares (SEM-PLS) was used as the primary analytical method because of its suitability for predictive modelling and latent construct measurement.

The population comprised permanent teachers working in foundation-managed SMKs with A accreditation. Schools were first identified purposively based on accreditation and governance criteria, followed by proportional random sampling to select respondents. Sample size determination followed SEM-PLS guidelines, requiring at least 261 participants to ensure reliable estimation.

Tabel 2 List of Permanent Teachers at A-accredited Private Vocational Schools in Bogor Regency

No.	Region	Number of Schools	Number of Teachers
1	West	27	561
2	Middle	70	1548
3	East	22	475
	Calculate	119	2548

Sumber: http://sekolah.data.kemdikbud.go.id/

Tabel 3 Research Sample

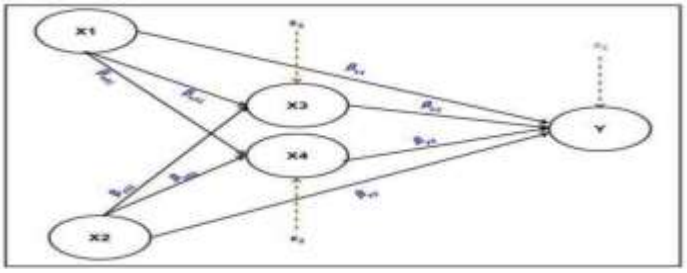
No	Region	Population Selected Sample	Calculation	Sample
1	West	145	145/745 x 260	51

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2	Middle	445	445/745 x 260	155
3	East	155	155/745 x 260	54
Calculate		**745**		**261**

Data were collected through a structured questionnaire consisting of demographic items and Likert-scale measures of organizational culture support, leadership influence, and teacher creativity growth. Instruments were adapted from established scales and underwent expert validation, pilot testing, and psychometric evaluation. Indicator reliability, convergent validity, discriminant validity, and composite reliability were assessed within the SEM-PLS measurement model. Data collection was conducted with institutional permission, ensuring voluntary participation, anonymity, and confidentiality.

Figure 1 Model Intgratif



Completed questionnaires were screened prior to analysis. SEM-PLS analysis proceeded in two stages: evaluation of the measurement model and evaluation of the structural model. The structural model tested direct effects among variables, assessed R^2 and effect sizes, and employed bootstrapping to examine the significance of path coefficients. The methodological design ensures rigorous assessment of how organizational culture and leadership jointly contribute to teacher creativity growth in foundation-run SMKs.

DISCUSSION

The results of the homogeneity test indicate that all groups met the assumption of homogeneous variance, as all calculated chi-square (χ^2) values were lower than the critical χ^2 table value (150.9894). This finding confirms that the data fulfill a fundamental requirement for parametric analysis, ensuring that differences among groups are not caused by uncontrolled variability but by actual relationships between variables (Hair et al., 2021). The fulfillment of

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homogeneity strengthens the validity of subsequent path analysis and hypothesis testing.

The path coefficient analysis shows varying levels of influence among the variables studied. Notably, X3 has the strongest direct effect on Y (β = 0.689), suggesting that this variable is the most dominant predictor of the outcome. This finding aligns with prior research emphasizing that core competencies or adaptive capabilities significantly determine teacher performance and creativity (Robinson, 2019; UNESCO, 2019). Practically, this implies that schools and foundations should prioritize interventions, training, and organizational support to enhance X3, as it functions as a key driver of the desired outcomes.

X4 also affects Y, albeit moderately (β = 0.176), while X1 and X2 show relatively small direct effects (β = 0.072 and 0.081, respectively). This pattern indicates that some variables are more effective through indirect or mediating pathways than direct influence. Such findings support the concept of partial mediation, commonly reported in educational and organizational research, were variables like leadership, organizational support, or motivation influence outcomes through mediators (Podsakoff et al., 2009; Nguyen et al., 2021).

Analysis of inter-variable pathways highlights significant effects of X2 on X4 (β = 0.673) and X3 (β = 0.470), as well as X1 on X3 and X4 (β = 0.420 and 0.276). This pattern demonstrates the presence of indirect influence, suggesting that X1 and X2 impact Y not only directly but also through X3 and X4. This is consistent with conceptual models emphasizing the central role of supportive factors in enhancing key outcomes. Literature on teacher creativity indicates that individual competencies and organizational support collectively determine performance quality through complex interactions (Beghetto & Kaufman, 2017).

The results of the homogeneity test indicate that all groups meet the assumption of homogeneous variance. This conclusion is based on the comparison between the calculated chi-square (χ^2 hitung) values and the chi-square table (χ^2 tabel) value of 150.9894. In each case, the χ^2 hitung values (ranging from 49.49865 to 82.25174) are significantly lower than the critical value, demonstrating that the variances across groups are statistically equivalent. Therefore, the data fulfill the homogeneity requirement, allowing further parametric analyses to be conducted appropriately. This condition strengthens the validity of subsequent hypothesis testing involving variables Y, X1, X2, X3, and X4.

Tabel 4 Rekapitulasi Uji Homogenitas

No.	Group	χ^2 cont	χ^2 tabel	conclusion
1	Variable	81.2857	150.9894	Homogen

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	Y on X1			
2	Variable Y on X2	82.25174	150.9894	Homogen
3	Variable Y on X3	49.49865	150.9894	Homogen
4	Variable Y on X4	69.14114	150.9894	Homogen

Table 5. Recapitulation of Path Coefficients

No.	Inter-Variable Influence	Path Coefficient	Value
1	X1 → Y (βy1)	βy1	0.072
2	X2 → Y (βy2)	βy2	0.081
3	X3 → Y (βy3)	βy3	0.689
4	X4 → Y (βy4)	βy4	0.176
5	X1 → X4 (β41)	β41	0.276
6	X2 → X4 (β42)	β42	0.673
7	X1 → X3 (β31)	β31	0.42
8	X2 → X3 (β32)	β32	0.47

The path coefficient results show varying levels of influence among the variables examined in the study. The strongest direct effect on Y is contributed by X3 (β = 0.689), indicating that this variable plays the most dominant role in predicting the outcome. Meanwhile, X4 also contributes to Y but with a more moderate influence (β = 0.176). Variables X1 and X2 have relatively small direct effects on Y, with coefficients of 0.072 and 0.081 respectively. In the mediating structure, X2 shows a strong influence on X4 (β = 0.673) and a substantial effect on X3 (β = 0.470). Likewise, X1 influences both X3 and X4, although with slightly lower coefficients. Overall, the constellation model demonstrates a hierarchical pattern of influence, where indirect effects through X3 and X4 appear more substantial than direct effects on Y.

Theoretically, these findings contribute to the literature by confirming the central role of mediating variables (X3 and X4) in shaping Y. Practically, they provide guidance for schools and foundations in designing targeted interventions, emphasizing the development of X3 and

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strengthening X4 as a mediator. Understanding both direct and indirect effects allows educational management to allocate resources efficiently and implement evidence-based strategies to improve teacher creativity and performance.

Overall, the results highlight the importance of a holistic approach in enhancing Y, considering the complex interactions between individual and organizational variables. These findings not only reinforce existing theories but also offer practical implications for evidence-based educational policy, particularly in the context of accredited vocational high schools (SMKs) in Bogor Regency.

CONCLUSION

This study aimed to examine the influence of organizational culture support, transformational leadership, and other related variables on teacher creativity in accredited vocational high schools (SMKs) in Bogor Regency. Based on the results of the homogeneity test and path coefficient analysis, several key findings can be summarized. First, all data groups fulfilled the assumption of homogeneity, validating the use of parametric analysis. Second, among the variables studied, X3 demonstrated the strongest direct effect on teacher creativity (Y), indicating its critical role in shaping outcomes. Meanwhile, X4 had a moderate direct effect, whereas X1 and X2 contributed smaller direct influences but exerted significant indirect effects through X3 and X4. These results highlight the complex interplay between individual competencies and organizational support in enhancing teacher creativity, confirming theoretical models that emphasize both direct and mediated pathways in educational performance.

In conclusion, the study provides empirical evidence that supports the strategic importance of developing X3 and strengthening X4 to enhance teacher creativity. The findings directly answer the research questions by identifying which variables have the most substantial effects on teacher creativity and clarifying the mechanisms through which these effects occur. Practically, this research offers guidance for school administrators, educational foundations, and policymakers in designing interventions and professional development programs tailored to maximize teacher performance and creativity.

For future research, several recommendations can be proposed. First, expanding the scope of the study to include teachers from different educational levels or regions could enhance the generalizability of the findings. Second, incorporating longitudinal designs or experimental approaches may provide deeper insights into causal relationships. Finally, future studies may explore additional mediating or moderating variables, such as teacher motivation, technological

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literacy, or emotional intelligence, to develop a more comprehensive understanding of factors influencing teacher creativity. These steps would not only strengthen the theoretical framework but also enhance practical applications in educational management and policy planning.

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