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Strengthening Teachers' Creativity in Transformational Leadership, Organizational Climate, Personality, And Achievement Motivation

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Abstract

This study investigates the effect of transformational leadership (X1), organizational climate (X2), personality (X3), and achievement motivation (X4) on teacher creativity (Y) in private vocational high schools (SMK swasta) in Sukabumi Regency. The study aims to examine both direct and indirect effects of these variables on teacher creativity and to identify the most contributing indicators using SITOREM analysis. This research employed a quantitative survey method involving 219 teachers selected from a population of 482 using the Taro Yamane formula. Data were collected via structured questionnaires and analyzed using path analysis and SITOREM. The results indicate that all four variables positively influence teacher creativity, with achievement motivation (X4) being the most dominant factor (β = 0.505), followed by personality (X3, β = 0.372), organizational climate (X2, β = 0.112), and transformational leadership (X1, β = 0.066). SITOREM analysis confirmed the contributions of specific indicators, including motivation, management support, responsibility, and work optimization. These findings provide practical implications for teacher capacity development, organizational climate improvement, and motivational programs to enhance creative teaching practices.

Keywords: Teacher Creativity, Transformational Leadership, Organizational Climate, Personality, Achievement Motivation

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INTRODUCTION

In recent decades, the role of teacher creativity has received growing attention in educational discourse, given its critical importance for fostering innovation, adapting pedagogy to evolving labor-market demands, and improving student outcomes. In vocational high schools (SMKs), where instruction has to reconcile technical skills with academic knowledge, teacher creativity is especially vital: creative teachers can design more engaging, contextually relevant, and adaptive learning experiences for students who will directly enter the workforce.

In this regard, the particular context of private vocational high schools (SMK swasta) in Sukabumi Regency merits attention. Meanwhile, in the same data, the number of SMK teachers in Sukabumi Regency includes 1,893 teachers in private SMKs. These figures highlight the significant role that SMK swasta plays in vocational education in Sukabumi.

Given these contextual realities, the question of how to strengthen teacher creativity in SMK swasta in Sukabumi Regency becomes both practically urgent and academically compelling. Teacher creativity is not merely an individual attribute; it is fundamentally shaped by organizational and personal factors. Among the organizational determinants, transformational leadership of school principals can be particularly potent. Leaders who provide intellectual stimulation, individualized support, and a shared vision can cultivate cultures of innovation among teachers. Empirical research has linked transformational leadership to positive teacher outcomes in SMK contexts. For instance, studies have demonstrated that transformational leadership in vocational schools fosters better work environments and performance (e.g., Putra Rustamaji, Purwana & Yohana, 2017).

Equally important is the organizational climate, namely the shared perceptions within a school regarding support, risk-taking, and openness. A climate that encourages experimentation and psychological safety can greatly enhance creative teaching. Research (e.g., Jarminto, Aslamiah & Suhartono, 2022) in SMKs has found significant associations between school climate, transformational leadership, and teacher motivation. At the individual level, personality traits (such as openness, proactivity, locus of control) and achievement motivation (the drive to excel and master challenges) play a central role in creative behavior. Research in Indonesian educational contexts has shown that proactive personality combined with transformational leadership predicts better teacher performance via organizational citizenship behaviors (e.g., Oktapratama & Sudibjo, 2023), and that achievement motivation correlates strongly with leadership and school climate (e.g., Septin, 2024).

Despite this body of knowledge, important gaps remain, especially in the context of SMK

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swasta in Sukabumi. First, while many studies in Indonesia examine leadership, motivation, or climate separately or in pairs, very few integrate transformational leadership, organizational climate, teacher personality, and achievement motivation into a single model to explain teacher creativity in SMKs. Second, research that specifically targets *private* SMKs, as opposed to public ones, is notably scarce, even though private SMKs constitute a large part of the vocational education system in regions like Sukabumi. Third, while much research focuses on outcomes such as teacher performance or organizational commitment, direct empirical attention to teacher creativity in SMK swasta remains limited.

Given these gaps, the present study aims to develop a comprehensive empirical model to examine how transformational leadership, organizational climate, personality traits, and achievement motivation jointly influence teacher creativity among private SMK teachers in Sukabumi Regency. The practical relevance of this research is high: by identifying the interplay among these factors, school leaders and policymakers in Sukabumi (and comparable regions) can better design targeted interventions for example, leadership development programs, climate-enhancement strategies, motivational initiatives, and tailored support that aligns with teachers' personality profiles to foster teacher creativity and thus improve educational quality in SMK swasta. Theoretically, the study contributes to the educational leadership literature by integrating multiple levels of predictors in a vocational, private-school context, thereby filling a gap in current scholarship.

LITERATURE REVIEW

In recent years, teacher creativity has become a central topic in educational research due to its critical role in fostering innovative pedagogy, adapting to dynamic labor-market demands, and enhancing student outcomes. Creativity among teachers is influenced not only by individual attributes but also by organizational and environmental factors within schools. Transformational leadership, organizational climate, teacher personality traits, and achievement motivation are among the key determinants identified in previous studies.

Despite the growing body of research, studies integrating these factors into a comprehensive model for teacher creativity in private vocational high schools (SMK swasta) remain limited. The following table synthesizes ten relevant studies that inform the theoretical and empirical framework of the present research, highlighting the relationships between transformational leadership, school climate, teacher personality, achievement motivation, and teacher creativity.

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Tabel 1 List of variables included in the group of transformational leadership, school climate, teacher personality, achievement motivation, and teacher creativity.

No	Author & Year	Research Focus	Method & Sample	Key Findings	Relevance to Current Study
1	Rıpkı, A., Murnı, S., Wahyudı, M. (2020)	Teacher creativity, transformational leadership	Quantitative, private vocational high school teachers in Karawang	Transformational leadership positively influences teacher creativity; job satisfaction acts as a mediator	Supports the direct link between transformational leadership and teacher creativity in private vocational schools
2	Hidayat, R., Patras, Y. E. (2022)	Teacher innovativeness, transformational leadership, school climate	Quantitative, public vocational high school teachers in Indonesia	Transformational leadership and school climate significantly contribute to teacher innovativeness; teacher self-efficacy also has an effect	Highlights the interaction of leadership, climate, and teacher self-efficacy on innovative and creative behavior
3	Anwar, D., Matin, M., Santosa, H. (2024)	Teacher creativity, transformational leadership, organizational climate	Quantitative, primary school teachers	Transformational leadership and organizational climate support teacher creativity	Conceptually relevant; the model leadership → climate → creativity can be adapted for vocational high schools
4	Fauzi, A., Hardhienata,	Transformational leadership,	Path analysis,	Transformational leadership and	Strengthens the theoretical basis

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	S., Irdiyansyah, I. (2024)	organizational culture, teacher creativity	secondary school teachers	organizational culture increase teacher creativity directly and indirectly	for integrating leadership and organizational factors in influencing creativity
5	Rais, S., Rubini, B., Herfina (2024)	Teacher creativity, teamwork, work engagement	Quantitative, school teachers	Transformational leadership, team collaboration, and work engagement positively affect teacher creativity	Supports organizational aspects (climate/support) and motivational engagement in the research model
6	Şahin, F. (2020)	Teacher personality traits and student creativity	Quantitative, school teachers	Teacher personality traits (openness) significantly influence creative behaviors of both teachers and students	Provides justification for including personality traits (openness, proactivity) as predictors of teacher creativity
7	Maskanah, M., Suhardi, E., Hardhienata, S. (2025)	Personality traits, innovative behavior	Quantitative, school teachers	Personality traits (openness, proactivity, adaptability) enhance teacher innovativeness; school climate strengthens this effect	Directly supports including teacher personality as a predictor of creativity
8	Nurlaelah, N., Rosyidi,	Self-efficacy, transformational	Quantitative, secondary	Transformational leadership	Offers insight into the mechanism of

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	U., Sukro, M. (2024)	leadership, teacher creativity	school teachers	positively affects creativity; self-efficacy may act as a complex mediator	leadership → creativity, relevant for path analysis
9	Sun, W., Liu, X., et al. (2024)	School climate, organizational citizenship behavior (OCB), teaching efficacy	Quantitative, secondary school teachers	School climate influences teaching efficacy → OCB; optimism traits moderate the effect	Emphasizes the role of school climate and individual traits in extra-role behaviors and creativity
10	Hetreda Terry, et al. (2018)	Teacher creativity and school climate	Quantitative & conceptual, school teachers	Positive school climate (support, autonomy, openness) strongly correlates with teacher creativity	Supports the selection of school climate as a predictor of teacher creativity

RESEARCH METHODOLOGY

This study employed a quantitative research approach using a survey method to examine the influence of transformational leadership, organizational climate, personality traits, and achievement motivation on teacher creativity in private vocational high schools (SMK swasta) in Sukabumi Regency. The quantitative approach was selected because it allows for the systematic measurement of variables and statistical testing of hypotheses using numerical data (Sugiyono, 2017). By applying statistical analysis, the study aims to establish both the magnitude and significance of relationships among variables.

The study utilized path analysis as the primary analytical technique. Path analysis is an extension of multiple regression analysis designed to test the strength of direct and indirect relationships among a set of variables (Setyaningsih, 2021). In addition, SITOREM (Scientific Identification Theory to Conduct Operation Research in Education Management) was employed to prioritize interventions by identifying indicators with relatively weak performance

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(Hardhienata, 2017). The combination of path analysis and SITOREM allows for both theoretical hypothesis testing and practical optimization of educational management indicators. The population of this study consisted of 482 teachers in private vocational high schools in Sukabumi Regency. Using the Taro Yamane formula, a sample of 219 teachers was selected to represent the population. This sampling strategy ensures sufficient statistical power for path analysis while maintaining representativeness.

Tabel 2. Data Analysis Procedure and Data Sources

Stage / Data Source	Description
Planning Stage	- Determining research objectives and hypotheses based on theoretical frameworks and empirical studies. - Designing the survey instrument and validating it for reliability and construct validity. - Preparing ethical considerations, including informed consent from participants and confidentiality guarantees.
Data Collection Stage	- Administering the questionnaire to the selected sample of 219 teachers. - Collecting secondary data from school records and reports for triangulation and contextual understanding.
Data Processing Stage	- Coding and entering data into statistical software for analysis. - Performing preliminary descriptive statistics to summarize demographic and variable distributions.
Data Analysis Stage	- Conducting path analysis to test direct and indirect relationships among transformational leadership, organizational climate, personality traits, achievement motivation, and teacher creativity. - Applying SITOREM analysis to evaluate and prioritize indicators requiring further intervention or improvement. - Interpreting results to identify significant paths, mediating effects, and practical implications for educational management.
Primary Data	Responses from structured questionnaires administered to teachers in selected private vocational high schools.
Secondary	School records, administrative documents, prior research, and official statistics

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Stage / Data Source	Description
Data	regarding the population of SMK teachers in Sukabumi Regency.

DISCUSSION

Data was obtained by measuring the variables of teacher creativity, transformational leadership, organizational climate, personality, and achievement motivation based on the respondents' responses to the questionnaire for each variable. The data collected came from a research sample of 219 vocational school teachers in the Sukabumi Regency. Based on the results of normality testing using the Unstandardized Residuals technique, SPSS analysis using the one-Sample Kolmogorov-Smirnov test found a significance of 0.200. Based on the decision-making criteria, the significance result (0.200>0.05) can be said that the questionnaire results for the Personality variable (endogenous) and the Climate variable are normally distributed, meaning they can be further analyses using parametric statistical tests. The following is a summary of the normality test for the data patterns of the exogenous and endogenous variables using the one-Sample Kolmogorov-Smirnov test in SPSS 21.0 for Windows.

Tabel 3 Recapitulation of Data Normality Test

No.	Pattern	Variable	Sig.	Unstandardized Residuals	Interpretation
1	YX1	YX1	0.2	—	Normal Distribution
2	YX2	YX2	0.062	—	Normal Distribution
3	YX3	YX3	0.2	—	Normal Distribution
4	YX4	YX4	0.067	—	Normal Distribution
5	X4X1	X4X1	0.089	—	Normal Distribution
6	X4X2	X4X2	0.053	—	Normal Distribution
7	X3X1	X3X1	0.2	—	Normal Distribution
8	X3X2	X3X2	0.2	—	Normal Distribution

The homogeneity of variance was tested for teacher creativity (Y) across each independent variable (X1–X4) using Bartlett's test. Homogeneity is met if the calculated χ^2 is less than the table χ^2 value. Bartlett's test was applied to examine whether the variances of teacher creativity scores

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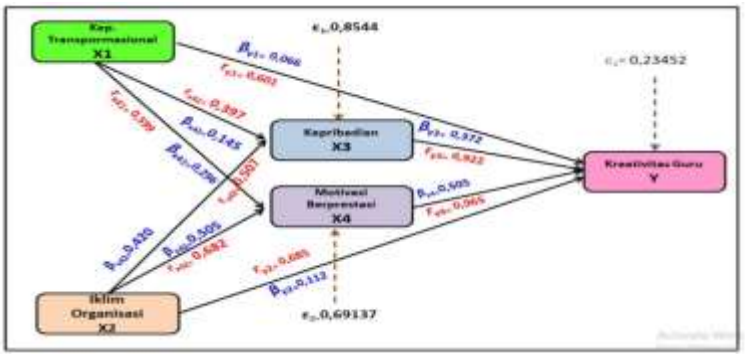
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are equal across different levels of each independent variable. All calculated χ^2 values are smaller than the corresponding table χ^2 values, indicating that the assumption of homogeneity of variance is satisfied. This confirms that the data meet one of the key prerequisites for parametric statistical analyses such as path analysis. The results are summarized in the table below:

Tabel 4. Homogeneity Test Recapitulation

No.	Independent Variable	χ^2 Calculated	χ^2 Table	Interpretation
1	Transformational Leadership (X1)	91.86	150.98	χ^2 calculated < χ^2 table → Variance is homogeneous
2	Organizational Climate (X2)	68.07	153.2	χ^2 calculated < χ^2 table → Variance is homogeneous
3	Personality (X3)	91.13	156.51	χ^2 calculated < χ^2 table → Variance is homogeneous
4	Achievement Motivation (X4)	102.08	197.06	χ^2 calculated < χ^2 table → Variance is homogeneous

Figure 1 Path Coefficient



The results of the analysis indicate that both transformational leadership (X1) and organizational climate (X2) influence teacher creativity (Y) through direct and indirect effects.

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Transformational leadership has a direct effect of 0.066 (6.6%) on teacher creativity, while its indirect effect through achievement motivation (X4) is 0.14948 (14.9%), resulting in a total effect of 0.21548 (21.5%). This shows that the indirect effect via achievement motivation is greater than the direct effect. When mediated by personality (X3), the indirect effect of transformational leadership is 0.05394 (5.4%), which is smaller than its direct effect of 0.066 (6.6%), giving a total effect of 0.11994 (11.9%).

Similarly, organizational climate has a direct effect of 0.112 (11.2%) on teacher creativity. Its indirect effect through achievement motivation is 0.25503 (25.5%), producing a total effect of 0.36703 (36.7%), indicating that the indirect effect is stronger than the direct effect. When mediated by personality, the indirect effect is 0.15624 (15.6%), which is also greater than the direct effect, with a total effect of 0.26824 (26.8%). These results suggest that both achievement motivation and personality play important mediating roles, often amplifying the influence of transformational leadership and organizational climate on teacher creativity.

At this stage, an analysis of the correlation contribution of variables and the coefficient of determination of independent variables with dependent variables will be carried out, using the formula for calculating the correlation coefficient and the coefficient of determination. Through the results of the path analysis research design carried out in this study, the contribution analysis can be seen in the following table:

Tabel 5 Analysis of the Contribution of Research Variables

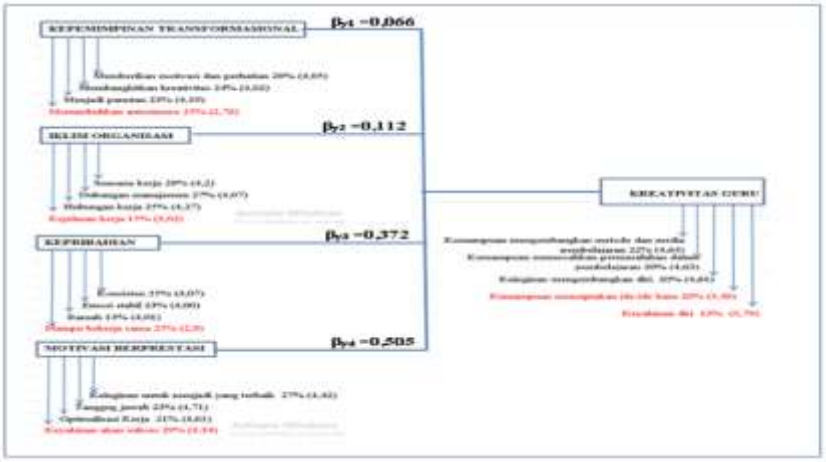
No.	Effect Between Variables	Path Coefficient (β)	Coefficient of Determination (R^2)	Contribution (%)	Strength of Effect
1	X1 → Y (βY1)	0.066	0.34	34%	Low
2	X2 → Y (βY2)	0.112	0.469	46.90%	Medium
3	X3 → Y (βY3)	0.372	0.85	85%	Very High
4	X4 → Y (βY4)	0.505	0.931	93.10%	Very High
5	X1 → X4 (β41)	0.296	0.359	35.90%	Low

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6	X2 → X4 (β42)	0.505	0.466	46.60%	Very Strong
7	X1 → X3 (β31)	0.145	0.157	15.70%	Low
8	X2 → X3 (β32)	0.42	0.257	25.70%	Low

Figure 2 SITOREM Analysis Research Constellation and Statistical Models



The results of this study indicate that transformational leadership (X1), organizational climate (X2), personality (X3), and achievement motivation (X4) have a direct positive effect on teacher creativity (Y). Transformational leadership shows a path coefficient (βY1) of 0.066, with SITOREM analysis highlighting its indicators: motivating and caring (28%, mean score 4.05), stimulating creativity (24%, 4.02), being a role model (23%, 4.19), and fostering enthusiasm (25%, 2.76). Organizational climate has a path coefficient (βY2) of 0.112, with indicator scores including work atmosphere (28%, 4.2), management support (27%, 4.07), work relationships (25%, 4.27), and clarity of tasks (15%, 3.02). Personality (X3) influences creativity with βY3 = 0.372, while achievement motivation (X4) has the strongest effect, βY4 = 0.505. Key X4 indicators include desire to excel (27%, 4.42), responsibility (23%, 4.71), work optimization (21%, 4.61), and confidence in success (29%, 3.34). These findings demonstrate that improvements in X1–X4 correspond to increases in teacher creativity.

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CONCLUSION

This study examined the influence of transformational leadership (X1), organizational climate (X2), personality (X3), and achievement motivation (X4) on teacher creativity (Y) in private vocational high schools (SMK swasta) in Sukabumi Regency. The findings indicate that all four variables have a direct positive effect on teacher creativity, with achievement motivation showing the strongest influence (β = 0.505), followed by personality (β = 0.372), organizational climate (β = 0.112), and transformational leadership (β = 0.066). SITOREM analysis further highlighted the contribution of specific indicators within each variable, demonstrating that motivational, supportive, and personality-driven factors are key drivers of creative teaching. These results directly answer the research questions and confirm that both organizational and individual factors significantly shape teacher creativity in SMK swasta.

Based on these findings, future research is suggested to expand the model by including other potential mediators or moderators, such as teacher self-efficacy, technological literacy, or organizational support systems. Longitudinal studies are also recommended to track changes in teacher creativity over time and to validate the causal relationships identified in this study.

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