



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

Abdul Rohim<sup>1\*</sup>, Soewarto Hardhienata<sup>2</sup>, Lina Novita<sup>3</sup>

<sup>1,2,3</sup>University of Pakuan, Bogor

**Corresponding Author:** Abdul Rohim [abdul.rohim@unpak.ac.id](mailto:abdul.rohim@unpak.ac.id)

---

### ARTICLE INFO

*Keywords: Teachers' Creativity, Transformational Leadership, Organizational Climate, Personality, Achievement Motivation, SITOREM*

*Received : 22, September*

*Revised : 24, October*

*Accepted: 30, November*

©2025Rohim, Hardhienata, Novita:

This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



### ABSTRACT

This study aims to identify strategies for enhancing teachers' creativity through the strengthening of transformational leadership, organizational climate, personality, and achievement motivation among private vocational high school teachers in Sukabumi Regency. A quantitative survey approach was employed using path analysis and the SITOREM method. A sample of 219 teachers was drawn from a population of 482 permanent foundation teachers across Sukabumi Regency. The findings reveal that transformational leadership, organizational climate, personality, and achievement motivation each have a significant positive effect on teachers' creativity. Indirect effects were also found through mediating variables. The SITOREM analysis recommended targeted improvements in specific indicators of creativity, leadership, and motivation. The study concludes that synergizing leadership, conducive climate, stable personality, and strong achievement motivation optimizes teachers' creativity.

---

## INTRODUCTION

Education serves as a key driver of national development, shaping the quality of human resources. In Indonesia, teachers play a strategic role in creating a learning environment that encourages creativity and innovation. However, many vocational school teachers still demonstrate limited creativity in instructional design, hindering the effectiveness of learning outcomes. This study focuses on identifying strategic factors that enhance teachers' creativity by reinforcing transformational leadership, organizational climate, personality traits, and achievement motivation. This research contributes to theoretical enrichment in educational management by integrating path analysis and SITOREM to generate actionable strategies.

## LITERATURE REVIEW

Transformational leadership inspires subordinates through vision, motivation, and intellectual stimulation (Bass, 1999). Organizational climate shapes members' perceptions of their work environment (Hoy & Miskel, 2013). Personality affects consistency in behavior, influencing creativity (Costa & McCrae, 1992). Achievement motivation reflects the internal drive to accomplish excellence (McClelland, 1985). Based on these frameworks, the hypotheses posit that each of these four variables positively and significantly influences teachers' creativity.

### *Transformational Leadership Theory*

#### 1. Explanation of Theory:

Transformational leadership theory, introduced by Bass and Avolio (1994), emphasizes leaders who inspire followers through vision, motivation, intellectual stimulation, and individualized consideration. Transformational leaders foster creativity and intrinsic motivation by encouraging innovation and self-efficacy among subordinates. Within the educational context, principals who apply transformational leadership influence teachers' enthusiasm, confidence, and willingness to explore innovative teaching strategies.

#### 2. Previous Studies:

Studies by Handayani (2019) and Rais et al. (2022) confirmed that transformational leadership has a significant positive effect on teacher creativity and professional productivity. Similarly, Byrne (2000) and Nika et al. (2022) highlighted that transformational leadership enhances self-belief and innovation capacity among educators.

#### 3. Hypothesis:

H1 Transformational leadership has a significant positive effect on teachers' creativity.

### *Organizational Climate Theory*

#### 1. Explanation of Theory:

According to Litwin and Stringer (1968) and further developed by Hoy and Miskel (2013), organizational climate refers to the shared perceptions of organizational members toward their work environment. A supportive, open, and collaborative organizational climate encourages trust, teamwork, and

innovation. A conducive school climate is essential for enabling teachers to express creative ideas and collaborate in solving instructional problems.

## 2. Previous Studies:

Briliantina et al. (2022) found that a positive organizational climate directly correlates with teacher productivity and creativity. Likewise, Subekti et al. (2023) showed that supportive work relationships significantly predict innovative teaching practices.

## 3. Hypothesis:

H2 Organizational climate has a significant positive effect on teachers' creativity.

### *Personality Theory*

## 1. Explanation of Theory:

The Five-Factor Model of Personality (Costa & McCrae, 1992) explains that personality consists of openness, conscientiousness, extraversion, agreeableness, and neuroticism. Among these, openness and conscientiousness are closely associated with creativity, reflecting teachers' capacity to generate new ideas and adapt to changing educational demands.

## 2. Previous Studies:

Research by Nazir (2020) and Darwina (2019) demonstrated that personality stability and openness strongly influence teacher performance and innovation. Teachers with higher emotional balance and openness tend to exhibit higher creative engagement and adaptability.

## 3. Hypothesis:

H3: Personality has a significant positive effect on teachers' creativity.

### *Achievement Motivation Theory*

## 1. Explanation of Theory:

Grounded in McClelland's Theory of Needs (1985), achievement motivation is the inner drive that compels individuals to reach excellence and overcome challenges. Teachers with strong achievement motivation tend to set high performance standards, seek feedback, and continuously improve their teaching strategies, which in turn enhance their creativity.

## 2. Previous Studies:

Empirical evidence from Rohim (2025) and Rais et al. (2022) supports the notion that achievement motivation mediates the relationship between leadership and creativity. Motivation energizes teachers' efforts to implement innovative methods in learning.

## 3. Hypothesis:

H4 Achievement motivation has a significant positive effect on teachers' creativity.

### *Mediating Effects (Path and SITOREM Model)*

## 1. Explanation of Theory:

Based on Scientific Identification Theory for Operation Research in Education Management (SITOREM) proposed by Soewarto Hardhienata (2017), leadership and organizational climate influence creativity indirectly through intermediate variables such as personality and motivation. The model identifies strengths and weaknesses across indicators and suggests improvement priorities.

2. Previous Studies:

Empirical application of SITOREM in educational management (Handayani, 2019; Subekti et al., 2023) confirmed its robustness in designing practical strategies for teacher development.

3. Hypotheses:

H5 Transformational leadership has an indirect effect on teachers' creativity through personality.

H6 Organizational climate has an indirect effect on teachers' creativity through achievement motivation.

H7 Transformational leadership has an indirect effect on teachers' creativity through both personality and achievement motivation.

H8 Organizational climate has an indirect effect on teachers' creativity through personality.

The following is the conceptual framework of my research hypothesis.

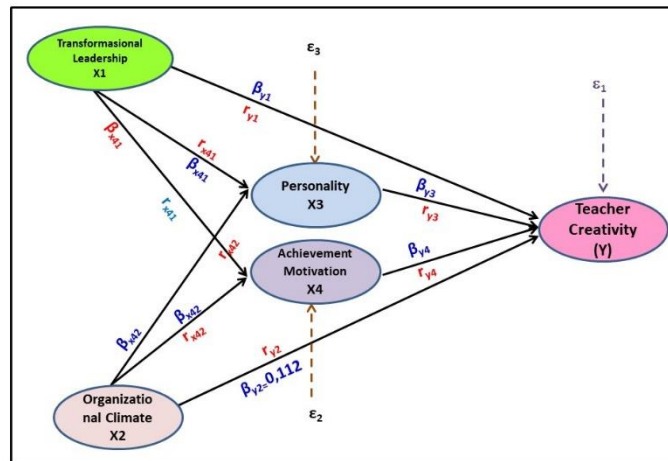


Figure 1. Conceptual Framework

**METODOLOGY**

This quantitative study employed a survey design using path analysis and SITOREM to evaluate causal relationships among variables. The population consisted of 482 private vocational school teachers in Sukabumi Regency, from which 219 were sampled using Taro Yamane's formula. Data were collected through validated questionnaires covering five constructs: transformational leadership, organizational climate, personality, achievement motivation, and teachers' creativity. Data analysis included testing for normality, linearity, and significance, followed by path analysis using multiple regression techniques.

**RESULT AND DISCUSSION**

*Steps of Your result test here*

Path analysis revealed significant positive effects of all independent variables on teachers' creativity: transformational leadership (β=0.66), organizational climate (β=0.112), personality (β=0.72), and achievement motivation (β=0.931). Indirect effects were also detected, such as transformational leadership through personality and organizational climate

through motivation. SITOREM analysis indicated that improvements are needed in indicators such as enthusiasm in leadership, cooperation in personality, and confidence in success under achievement motivation. These findings demonstrate that leadership and motivational factors are central to enhancing teachers' creativity.

Table 1. Demonstrate that Leadership and Motivational Factors are Central to Enhancing Teachers' Creativity

No.	Indicator	Weight (%) & Mean Score	Classification (SITOREM)	Action Plan
1	Generating new ideas	20% – Mean score: 3.48	Priority for Immediate Improvement	<ul style="list-style-type: none"> <li>• Creativity training</li> <li>• Brainstorming workshops</li> <li>• Strengthening leadership support</li> </ul>
2	Desire for self-development	20% – Mean score: 4.61	Maintain / Further Develop	<ul style="list-style-type: none"> <li>• Continuous professional development programs</li> <li>• Individual coaching</li> </ul>
3	Self-confidence	13% – Mean score: 3.79	Priority for Immediate Improvement	<ul style="list-style-type: none"> <li>• Public speaking training</li> <li>• Mentoring with senior teachers</li> </ul>
4	Developing learning methods and media	22% – Mean score: 4.64	Maintain / Further Develop	<ul style="list-style-type: none"> <li>• Development of ICT-based teaching media</li> <li>• Lesson Study collaboration</li> </ul>
5	Solving learning problems	20% – Mean score: 4.63	Maintain / Further Develop	<ul style="list-style-type: none"> <li>• Case discussion forums</li> <li>• Pedagogical mentoring</li> </ul>

The findings affirm previous studies suggesting that transformational leadership significantly promotes creative behaviors among educators by fostering innovation and autonomy. Organizational climate acts as a moderating factor that enhances collaboration and trust, which in turn improves teachers' creative performance. Furthermore, intrinsic personality traits and achievement

motivation provide psychological foundations for creative engagement. By combining leadership development and motivation programs, educational institutions can create a sustainable environment for teacher creativity.

## **CONCLUSION AND RECOMMENDATION**

This research concludes that teachers' creativity can be effectively enhanced through an integrative strategy involving transformational leadership, positive organizational climate, strong personality traits, and high achievement motivation. Institutions are recommended to conduct regular leadership workshops, strengthen collegial environments, and offer motivational incentives to sustain creative teaching behaviors.

## **FURTHER STUDY**

Future studies should expand this research across public and private schools to validate generalizability and incorporate qualitative insights into the psychological mechanisms that drive teacher creativity.

## **ACKNOWLEDGMENT**

The author expresses sincere gratitude to Prof. Dr. Ing. Soewarto Hardhienata and Dr. Lina Novita for their guidance, to Universitas Pakuan for institutional support, and to all participating teachers from Sukabumi Regency.

## **REFERENCE**

- Bass, B. M. (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9-32.
- Costa, P. T., & McCrae, R. R. (1992). Revised NEO Personality Inventory (NEO-PI-R) and NEO Five-Factor Inventory (NEO-FFI) professional manual. Psychological Assessment Resources.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational Administration: Theory, Research, and Practice*. McGraw-Hill.
- McClelland, D. C. (1985). *Human Motivation*. Cambridge University Press.
- Soewarto, H., & Rohim, A. (2025). *Strategy for Enhancing Teachers' Creativity Through Transformational Leadership and SITOREM Analysis*. Unpublished Dissertation, Universitas Pakuan