



Strategies to Improve Teacher Creativity Through Strengthening Organizational Culture, Transformational Leadership, ICT Literacy and Achievement Motivation

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ABSTRACT

This study aims to formulate strategies to improve teacher creativity by strengthening organizational culture, transformational leadership, ICT literacy, and achievement motivation among private vocational school teachers in Bogor Regency. Using a quantitative survey method with path analysis and SITOREM, data from 261 teachers were analyzed. Results indicate that all variables significantly influence teacher creativity, both directly and indirectly. SITOREM recommends indicator improvements in problem solving, confidence, innovation, stability, ICT creation and evaluation skills, and desire to excel. The study contributes to educational leadership and organizational development by demonstrating an integrated model for optimizing teacher creativity.

INTRODUCTION

Teacher creativity is a crucial determinant of instructional quality, particularly in vocational education. The rapid transformation triggered by the Industrial Revolution 4.0 and digital learning demands innovative, adaptive, and technology-integrated teaching practices. Yet empirical evidence reveals that creativity among vocational teachers in Bogor Regency remains suboptimal. This research contributes by integrating organizational culture, transformational leadership, ICT literacy, and achievement motivation as determinants of teacher creativity, forming a comprehensive and empirical strategy model.

LITERATURE REVIEW

Organizational Culture Theory

1. Explanation of Theory

Organizational culture refers to shared values, norms, and behavioral expectations that shape members' attitudes and actions within an institution. A strong culture fosters stability, innovation, collaboration, and consistent performance.

2. Previous Studies

Prior research shows that organizational culture positively influences teacher performance, motivation, and creativity by creating supportive norms and

3. Hypothesis

H1: Organizational culture positively influences teacher creativity.

ICT Literacy Theory

1. Explanation of Theory

ICT literacy is the ability to access, manage, integrate, evaluate, and create digital information for instructional purposes. It reflects teachers' digital competence in using technology for innovative teaching.

2. Previous Studies

Studies demonstrate that ICT literacy improves pedagogical innovation, supports creative instructional design, and increases teachers' adaptive capacity in digital learning environments.

3. Hypothesis

H2: ICT literacy positively influences teacher creativity.

Achievement Motivation Theory

1. Explanation of Theory

Achievement motivation reflects an individual's internal drive to excel, set challenging goals, and strive for superior performance.

2. Previous Studies

High achievement motivation has been linked to greater instructional initiative, persistence in problem-solving, and creative engagement in professional tasks.

3. Hypothesis

H2: Achievement motivation positively influences teacher creativity.

Teacher Creativity Theory

1. Explanation of Theory

Teacher creativity is the ability to generate new ideas, design innovative learning experiences, and apply flexible and imaginative solutions in teaching.

2. Previous Studies

Research highlights that creative teacher enhance learning quality, student engagement, and instructional effectiveness, especially in vocational education.

3. Hypothesis

H1: Teacher creativity is influenced by organizational culture, transformational leadership, ICT literacy, and achievement motivation.

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

H6 Transformational Leadership has an indirect effect on teachers' creativity through achievement motivation.

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

H8 Achievement Motivation has an indirect effect on teachers' creativity through personality.

The following is the conceptual framework of my research hypothesis.

After the hypothesis section, if your study is quantitative, please provide a contextual framework here, or your mind map, if qualitative.

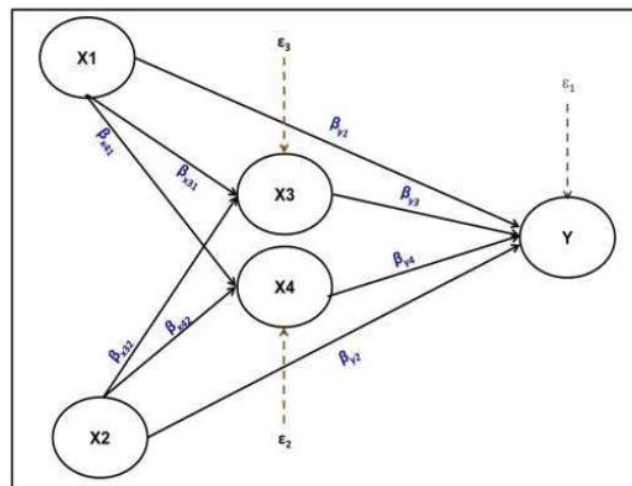


Figure 1. Conceptual Framework

METHODOLOGY

This study uses a quantitative method with path analysis and SITOREM. The population consists of 745 teachers, with 261 selected using the Taro Yamane formula. Instruments were validated and tested for reliability. Data were analyzed using SPSS and SITOREM modeling.

RESEARCH RESULT

Teacher creativity is significantly shaped by organizational culture, transformational leadership, ICT literacy, and achievement motivation, with transformational leadership as the strongest predictor. ICT literacy and achievement motivation also act as mediators. SITOREM identifies key improvements in problem-solving, confidence, innovation, risk-taking, intellectual stimulation, and ICT skills, emphasizing the need for integrated development.

Table 1. The Following is a Ranking of Several Variables as the Key to Increasing Teacher Creativity

Rank	Variable	Path Coefficient (β)	Determination (r^2)	Category
1	ICT Literacy (X3)	0.689	92.3%	Very High
2	Achievement Motivation (X4)	0.176	84.2%	Very High
3	Transformational Leadership (X2)	0.081	63.7%	High
4	Organizational Culture (X1)	0.072	57.6%	Moderate

The findings indicate that teacher creativity is shaped by a dynamic interplay of organizational culture, transformational leadership, ICT literacy, and achievement motivation. Transformational leadership emerges as the strongest driver, while ICT literacy and motivation enhance indirect effects, underscoring their mediating roles. These results align with contemporary educational theories emphasizing adaptive, technology-integrated pedagogies.

Strengthening cultural stability, intellectual stimulation, and digital competencies is therefore essential to fostering sustained creative performance among vocational teachers.

CONCLUSIONS AND RECOMMENDATIONS

The study concludes that strengthening organizational culture, transformational leadership, ICT literacy, and achievement motivation significantly enhances teacher creativity. Schools should prioritize improving digital competencies, fostering supportive leadership, and reinforcing motivational and cultural elements to sustain creative teaching practices in vocational education settings.

FURTHER STUDY

Future research should involve broader samples, integrate qualitative perspectives, examine additional mediating variables, and explore digital transformation factors to deepen understanding of strategies that effectively enhance teacher creativity across diverse educational contexts.

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