Al-Ishlah: Jurnal Pendidikan
Vol.17, 3 (September 2025), pp.5089-5102
ISSN: 2087-9490 EISSN: 2597-940X, DOI: 10.35445/alishlah.v17i3. 7039

Improving Teacher Creativity: The Role of Service Leadership, Empowerment, and Work Motivation

Titin Gustini[1], Sri Setyaningsih [2], Eka Suhardi[3]

[1] Universitas Pakuan, Bogor, Indonesia; tiengustini@gmail.com
[2] Universitas Pakuan, Bogor, Indonesia; sri_setya@unpak.ac.id
[3] Universitas Pakuan, Bogor, Indonesia; ekasuhardi@unpak.ac.id

ARTICLE INFO

Keywords:

teacher creativity;
service leadership;
empowerment;
motivation work

Article history:
Accepted 2025-01-27
Revised 2025-03-07
Accepted 2025-09-30

ABSTRACT

Teacher creativity is essential for fostering engaging and effective learning environments. However, many teachers face challenges in developing creativity due to limited leadership support, lack of empowerment, and insufficient work motivation. This study investigates how service leadership, empowerment, and work motivation contribute to improving teacher creativity in kindergarten-level education in Sukaraja District, Sukabumi Regency. This research employed a quantitative approach using path analysis and the SITOREM method. The population comprised 152 kindergarten teachers, of which 111 were selected using proportional random sampling. Data were collected through a structured questionnaire measuring four variables: service leadership, empowerment, work motivation, and teacher creativity. Data were analyzed to determine both direct and indirect effects among the variables. Findings show that service leadership (β = 0.302), empowerment (β = 0.239), and work motivation (β = 0.194) have significant direct positive effects on teacher creativity. Service leadership (β = 0.234) and empowerment (β = 0.302) also positively affect work motivation. However, indirect effects of leadership and empowerment on creativity through motivation were statistically insignificant based on the Sobel test ($p > 0.05$). The results indicate that improving teacher creativity requires strengthening leadership practices, providing empowering environments, and enhancing intrinsic motivation. While motivation serves as a contributing factor, it does not mediate the relationship significantly. Future research should explore other mediators or moderators that may better explain this linkage.

Corresponding Authors :
Titin Gustini
Universitas Pakuan, Bogor, Indonesia; tiengustini@gmail.com

1. INTRODUCTION

Teacher creativity plays a crucial role in enhancing the quality of educational outcomes, particularly in shaping competent and competitive school graduates. In the current educational landscape, one of the most pressing challenges is fostering and sustaining teacher creativity (Hanut et al., 2023). This creativity encompasses the ability to identify and address problems in innovative, ethical, and effective ways (Kettler et al., 2018). Creativity in teaching can be defined as the capacity to

generate original ideas, develop new products, or apply technological innovations that hold scientific, social, or aesthetic value (Mesra et al., 2021). It also involves a deep understanding, reinterpretation, and recontextualization of knowledge to produce novel learning experiences.

Improving teacher creativity is essential for generating meaningful innovations in the learning process. Teachers are expected to design active, engaging, and enjoyable learning environments that reflect their creativity and commitment to student-centered education (Ministry of National Education [Depdiknas], 2003). According to national learning process standards, instruction should be conducted in an interactive, inspiring, enjoyable, and challenging manner that motivates students to participate actively and nurtures their initiative, creativity, and independence (Mukhibat et al., 2018). This expectation places teachers at the forefront of educational innovation.

Creative learning can be facilitated through various strategies, such as collaborative learning, problem-solving activities, and exploratory approaches that promote student agency (Ucus, 2017). Furthermore, Mayani et al. (2022) emphasize that teachers play a pivotal role in motivating and stimulating students' creative potential throughout the learning process. As Fitriyani et al. (2021) describe, creative teaching involves two interconnected dimensions: teaching creatively—where teachers adopt imaginative strategies to make learning more engaging—and teaching for creativity, which aims to foster creative thinking and behaviors among students.

An essential aspect of teacher creativity is the ability to effectively select, utilize, and develop learning media. Creative teachers consistently seek to present instructional content through innovative and meaningful media. Their proficiency in choosing appropriate tools and employing them skillfully significantly enhances the utility and effectiveness of these resources (Adiyana et al., 2023). Unfortunately, many teachers still rely on conventional and monotonous media—such as outdated printed materials—that fail to engage students, resulting in boredom and poor comprehension.

This concern emerged during preliminary observations conducted by the researcher at the Kindergarten Region 1 Sukabumi branch, where learning media were limited to magazines. The lack of digital tools such as computers, projectors, and other interactive devices has posed significant challenges for teachers in delivering engaging lessons. Consequently, students often display reduced interest and understanding, highlighting the urgent need for teachers to be more innovative in their instructional methods.

The current study aims to explore how teacher creativity can be enhanced through servant leadership, empowerment, and work motivation, especially in the context of learning media utilization in kindergartens. Previous studies have identified the lack of educational facilities as a major barrier to effective media integration in classrooms (Angraini et al., 2022, 2023; Muhammad & Angraini, 2023). Given the foundational role of early childhood education in shaping lifelong learning, the ability of teachers to apply suitable media and learning methods is critical for student success.

The importance of appropriate learning methods is well-established in pedagogical literature. Trianto (2010) emphasizes that learning models serve as guiding frameworks for instructional planning, while Pupuh and Sobry (2010) note that well-chosen methods contribute significantly to achieving educational goals. Moreover, Roestiyah (2001) and Surakhmad (1990) argue that the thoughtful application of varied teaching strategies enhances the effectiveness of classroom instruction. Therefore, the integration of creative media and teaching methods is central to improving learning outcomes.

This study intends to analyze how the use of learning media influences teacher creativity and, in turn, student learning outcomes. By examining the interplay between creativity, leadership, empowerment, and motivation, this research aims to provide a comprehensive perspective on the development of teacher creativity in early childhood education. The findings are expected to offer practical recommendations and contribute to a deeper understanding of how innovative instructional practices can be fostered and sustained in school settings.

2. METHOD

This study employs a quantitative research approach to systematically collect and analyze numerical data in order to examine the relationships among variables. Quantitative methods were chosen to facilitate objective measurement and statistical analysis of the data obtained. Data collection was conducted through the distribution of structured questionnaires, allowing for the standardized assessment of respondents' perceptions related to the research variables. The data were further analyzed using path analysis, a statistical technique used to test the direct and indirect effects between variables within a hypothesized model. The overall design of the quantitative research framework is illustrated in the figure below, which presents the constellation of relationships examined in this study.

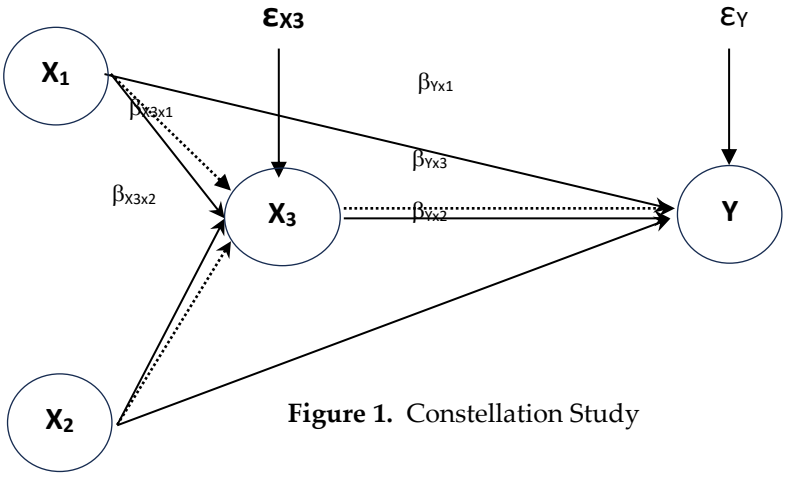

Figure 1. Constellation Study

Information :
X 1 : Leadership Serve
X 2 : Empowerment
X 3 : Motivation Work
Y : Creativity

Information:

- βy1: "The direct influence of Service Leadership (X1) on teacher creativity (Y)."
- βy2: "Direct influence of Empowerment (X2) on teacher creativity (Y)."
- βy3: "The direct influence of work motivation (X3) on teacher creativity (Y)."
- βx13: "The direct influence of servant leadership (X1) on work motivation (X3)"
- Bx23: "The direct effect of empowerment (X2) on work motivation (X3)"
- βy13: "The indirect influence of servant leadership (X1) on teacher creativity (Y) through work motivation (X3)"
- βy23: "The indirect effect of empowerment (X2) on teacher creativity (Y) through work motivation (X3)."

2.1 Population and Sample

The population in this study refers to the entire group of individuals possessing specific characteristics relevant to the research objectives. As defined by Sugiyono (2018), a population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn. The population for this research consisted of 152 kindergarten teachers from Region 1, Sukabumi.

To determine the appropriate number of participants for the sample, the study utilized the Taro Yamane formula (Yamane, 1973), which is suitable for calculating sample size from a known population with a specified margin of error. The formula is as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:
n = sample size
N = population size (152)
e = margin of error (0.05)
By substituting the values:

$$n = \frac{152}{1 + 152(0.05)^2} = \frac{152}{1 + 0.38} = \frac{152}{1.38} \approx 110.14 \approx 111$$

Thus, the determined sample size was 111 participants. Out of this total, 35 teachers were used for the instrument testing (pilot test) to ensure the validity and reliability of the questionnaire.

2.2 Sampling Technique

This study employed a proportional random sampling technique to ensure that the sample represented the population across all schools proportionally. This technique involves randomly selecting participants while taking into account the size of the sub-population in each school. The goal was to maintain representation from all subgroups, ensuring that the findings could be generalized to the entire population. The distribution of the sample across schools is detailed in Table X (see appendix/table section).

2.3 Data Collection Technique

Data for this study were collected using a structured questionnaire, which served as the primary research instrument. The questionnaire consisted of closed-ended items designed to measure the key variables of the study, including aspects such as mindsets, emotions, attitudes, beliefs, value systems, personal experiences, character traits, and behaviors of the participants. These items were developed in alignment with the core constructs of the research—teacher creativity, servant leadership, empowerment, work motivation, and media utilization—and were measured using a Likert scale format. A more detailed description of each variable and its indicators is presented in the subsequent section.

3. FINDINGS AND DISCUSSION

3.1 Findings

This study uses a quantitative approach to explore the data, relying on descriptive statistics and hypothesis testing through the Path Analysis method. The variables analyzed in this study include teacher creativity, service-based leadership, empowerment, and work motivation.

The data to be described are the details of the research instrument item scores that describe each of the variables studied, namely teacher creativity (Y), service leadership (X1), empowerment (X2), and work motivation (X3). Data descriptions include descriptive statistical analysis, frequency distributions, and the presentation of data in the form of histograms, as well as average scores for each variable indicator that is the focus of the study.

3.1.1 Teacher Creativity Variable (Y)

The variables describing the level of teacher creativity were evaluated based on respondents' responses to a series of 29 statements. Each statement was rated on a score range of 1 to 5. These assessments were collected from 111 respondents, and the following is a statistical summary of the results: In the first chapter, the purpose of this study has been clearly explained, namely to encourage increased teacher creativity by strengthening service-based leadership, empowering them, and

boosting morale. In addition, this study aims to explore and identify indicators of research variables that require improvement and those that should be maintained.

Table 1. Descriptive Statistics of Teacher Creativity Scores

No	Statistics	Value
1	Average	126.72
2	Mid-score	129
3	Frequently occurring scores	130
4	Standard deviation	10.45
5	Frequency distribution	109.17
6	thinness	-0.58
7	Slope	-0.43
8	Food Container	44
9	Lowest score (min)	101
10	Highest score (max)	145
11	Amount	14066
12	Number of respondents (n)	111

Table 2. Frequency Distribution of Teacher Creativity Scores

Score Range	Frequency	Relative Frequency%
101-106	5	5
107-112	9	8
113-118	10	9
119-124	20	18
125-130	24	22
131-136	23	21
137-142	14	13
143-148	6	5
Total	**111**	**100**

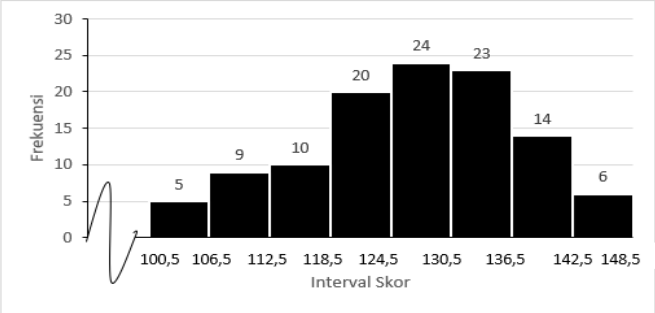

Figure 2. Frequency Histogram of Creativity Variable Data

Based on the histogram above, it is known that the frequency distribution of each interval shows an uneven distribution of data. The interval with the highest frequency is in the range of 125 - 129**,** while the lowest interval is in the range of 95 - 99. The distribution of data tends to converge in the middle value range, which indicates that the data in this study is classified as moderate . Thus, it can be said that Service Leadership in this study is classified as moderate.

3.1.2 Service Leadership (X1)

Teachers as a research variable were evaluated based on respondents' responses to a series of 27 structured statements in the instrument. Each statement was scored on a range of 1 to 5, and these data were collected from 111 respondents. The following is a statistical overview of the data collected:

Table 3. Service Leadership Data Description

No	Statistics	Value
1	Average	119.30
2	Mid-score	125
3	Frequent scores	127
4	Standard Junction	9.96
5	Frequency distribution	99.21
6	Kurtosis	-1.06
7	Inclination	-0.51
8	Range	40
9	Lowest score (min)	95
10	Highest score (max)	135
11	Amount	13242
12.	Number of respondents (n)	111

Table 4. Frequency Distribution of Service Leadership Scores

Score Range	Frequency	Relative Fraction %
95-99	1	1
100-104	9	8
105-109	14	13
110-114	19	17
115-119	6	5
120-124	5	5
125-129	45	41
130-134	11	10
135-139	1	1
Total	111	100

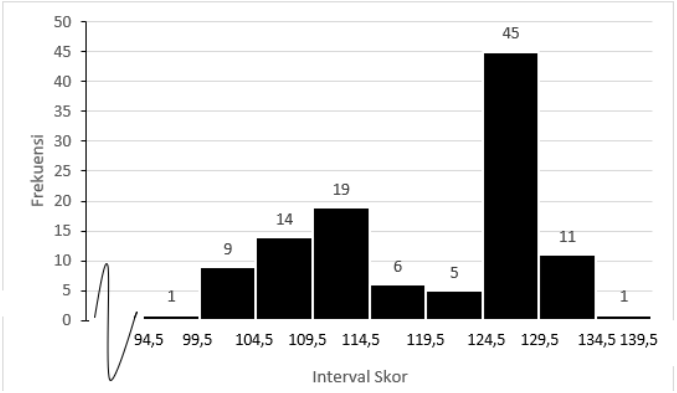

Figure 3. Histogram of Servant Leadership Variable Data Frequency

Based on the histogram above, it is known that the frequency distribution of each interval shows an uneven distribution of data. The interval with the highest frequency is in the range of 125 - 129 **,** while the lowest interval is in the range of 95 - 99. The distribution **of** data tends to converge in the middle value range which indicates that the data in this study is classified as moderate . Thus, it can be said that Serving Leadership in this study is classified as moderate.

3.1.3 Empowerment (X 2)

The teacher creativity variable is measured through respondents' answers to an instrument consisting of 33 statements, where each statement is assigned a score between 1 and 5. This instrument was administered to 111 respondents, with the following statistical data description.

Table 5. Descriptive Statistics of Teacher Empowerment Scores

No	Statistics	Value
1	Average	154.98
2	Mid-score	157
3	Frequently occurring scores	154
4	Standard Junction	9.17
5	Frequency distribution	84.09
6	Kurtosis	3.52
7	Inclination	-01.72
8	Range	49
9	Lowest score (min)	116
10	Highest score	165
11	Amount	17203
12.	Number of respondents	111

Table 6. Frequency Distribution of Empowerment Scores

Score Range	Frequency	Relative Frequency %
116-121	1	1
122-127	1	1
128-133	4	4
134-139	1	1
140-145	7	6
146-151	13	12
152-157	30	27
158-163	42	38
164-169	12	11
Total	111	100

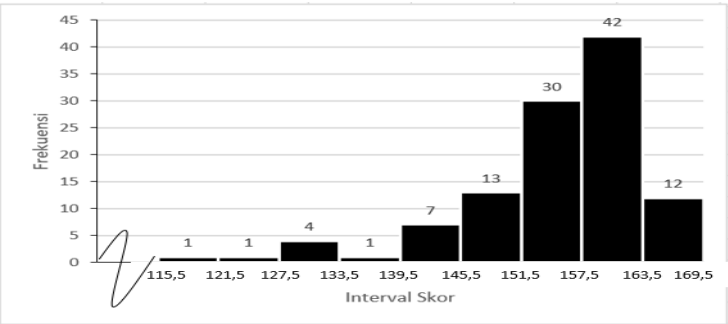

Figure 4. Frequency Distribution of Teacher Empowerment Scores

Based on the histogram, the frequency distribution of each interval shows an uneven distribution. The interval with the highest frequency is 158 - 163, with a frequency reaching 42, while the interval with the lowest frequency is 116 - 121, with a frequency of only 1. Data tends to be collected in a higher value range, namely in the interval 158 - 163, which indicates that the data in this study is classified as a high category. Thus, it can be concluded that Servant Leadership in this study is at a high level.

3.1.4 Motivation (X_3)

The teacher creativity variable is measured through respondents' answers to an instrument consisting of 30 statements, where each statement is given a score between 1 and 5, which was given to 111 respondents with the following statistical data description:

Table 7. Descriptive Statistics of Work Motivation Scores

No	Statistics	Value
1	Average	131.85
2	Mid-score	133
3	Frequently occurring scores	137
4	Standard Junction	10.02 years
5	Frequency distribution	100.40
6	Kurtosis	1.00
7	Inclination	-0.79
8	Range	53
9	Lowest score (min)	94
10	Highest score (max)	147
11	Amount	14635
12.	Number of respondents (n)	111

Table 8. Work Motivation Data

Hose	Frequency	Relative Frequency %
94-100	1	1
101-107	1	1
108-114	3	3
115-121	13	12
122-128	17	15
129-135	30	27
136-142	28	25
143-149	18	16
Total	111	100

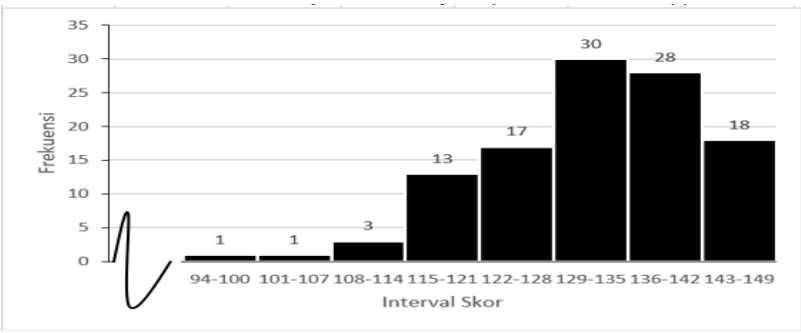

Figure 5. Histogram of Work Motivation Frequency Variable Data

Based on the histogram, the frequency distribution of each interval shows an uneven distribution. The interval with the highest frequency is 129 - 135, with a frequency reaching 30, while the interval with the lowest frequency is 94 - 100 with a frequency of only 1. Data tends to be collected in a higher value range, namely in the interval 129 - 135, which indicates that the data in this study is classified as a high category. Thus, it can be concluded that the variables studied are at a relatively high level.

Table 9. Recapitulation of Error Normality Test

No	Galatians	Coefficient Alpha	Mark Possibility	Conclusion
1	X1 – Y	0.05	0.119	Normally distributed
2	X2 – Y	0.05	0.063	Normally distributed
3	X3 – Y	0.05	0.054	Normally distributed
4	X1 - X3	0.05	0.064	Normally distributed
5	X2 - X3	0.05	0.056	Normally distributed

As shown by the normality test, all data pairs have probability values > alpha (0.05). Overall, the data from this normality test meets the requirements for normal distribution for further testing **.**

3.2 Discussion

The purpose of this research was to examine the influence of servant leadership, empowerment, and work motivation on teacher creativity, with a particular focus on kindergarten teachers in Region 1 Sukabumi. This study aimed not only to test the strength of direct and indirect relationships between the variables but also to identify which aspects of these constructs should be strengthened or maintained to foster greater creativity among teachers.

The findings revealed a significant and positive direct influence of servant leadership on teacher creativity. With a standardized regression coefficient (β) of 0.302 and a p-value of 0.001, the data clearly support the hypothesis that the more servant leadership principles are applied by school leaders, the higher the creativity demonstrated by teachers. This aligns with the theoretical perspective proposed by Greenleaf (2015), who defined servant leadership as beginning with the intent to serve, which then transitions into a desire to support others' development. In the context of education, this type of leadership translates into principals or school leaders who prioritize the needs of their teachers, foster professional growth, and create a collaborative and supportive school culture. The present study reinforces these theoretical claims by demonstrating that leadership marked by empathy, listening, trust, and empowerment enables teachers to feel psychologically safe and professionally supported, which, in turn, increases their creative efforts in lesson planning, classroom activities, and student engagement strategies. This is consistent with Focht and Ponton's (2015) findings that humility and trust within servant leadership environments contribute to greater collaboration and innovation among employees. Likewise, Sendjaya (2020) emphasized the importance of community building and empathy in leadership, which can directly enhance creative performance in professional settings such as education.

Furthermore, the research demonstrated a statistically significant direct influence of empowerment on teacher creativity, with a β value of 0.194 and a p-value of 0.032. This suggests that when teachers feel empowered—through opportunities to make decisions, develop professionally, and exercise autonomy—their creativity in teaching is elevated. Empowerment, in this context, enhances teachers' sense of competence, self-determination, and value, which are critical drivers of intrinsic motivation and innovative behavior. Indicators such as a sense of meaning in work, greater self-determination, and strengthened professional impact have been identified as central components of empowerment that lead to enhanced teacher performance (Widodo et al., 2020). These indicators not only promote professional confidence but also stimulate the desire to explore new methods and ideas. The findings of this study align with the work of Kazi et al. (2017), who argued that empowerment

gives individuals greater authority, knowledge, and responsibility within the organization, enabling them to play a more active and innovative role in achieving institutional goals.

Work motivation was also found to have a direct and significant positive effect on teacher creativity. The β value of 0.194 and a p-value of 0.032 indicate that teachers with higher levels of work motivation tend to exhibit greater creativity in their professional tasks. Motivation drives teachers to actively seek out new strategies, reflect on their teaching practices, and create learning experiences that are engaging and effective for their students. Motivation-related indicators such as interest in work, a drive for self-actualization, a strong sense of responsibility, and supportive work environments are known to cultivate creative thinking (Thuy Thi Diem et al., 2021). In educational settings, a motivated teacher is more likely to overcome classroom challenges with innovative solutions. Kristiawan (2019) emphasized that motivation not only boosts satisfaction and productivity but also increases creativity, loyalty, and a sense of responsibility—qualities that are essential for high-impact teaching and learning.

The study also confirmed a direct positive influence of servant leadership on work motivation. The regression analysis showed a β value of 0.234 with a p-value of 0.012, indicating that servant leadership behaviors—such as building trust, showing empathy, and supporting individual development—significantly enhance teachers' motivation. Servant leadership promotes an environment in which individuals feel valued, listened to, and empowered, all of which are known to contribute to higher levels of motivation (Sendjaya, 2020). When leaders demonstrate concern for teacher well-being and professional development, teachers respond with greater enthusiasm, commitment, and drive to excel in their roles. This supportive atmosphere allows teachers to connect their personal goals with institutional objectives, which enhances their motivation to perform and innovate.

In addition, the results indicated a significant positive influence of empowerment on work motivation. With a β value of 0.302 and a p-value of 0.001, the findings strongly support the assertion that empowering teachers leads to greater motivation. Empowered teachers—those who are granted decision-making authority, access to professional development, and opportunities to shape the curriculum—are more likely to exhibit commitment, responsibility, and motivation in their work. According to Kazi et al. (2017), empowerment increases a sense of ownership and accountability, which in turn boosts motivation and performance. Empowerment fosters a sense of autonomy and control over one's work, contributing to greater satisfaction and investment in professional responsibilities. In educational settings, when teachers are allowed to contribute meaningfully to school decisions and are supported in their professional growth, their motivation and engagement improve, which positively impacts student learning outcomes.

However, while the direct effects of servant leadership and empowerment on teacher creativity were statistically significant, the indirect effects through work motivation were not. The indirect effect of servant leadership on creativity via work motivation, although positive ($\beta = 0.045$), was found to be statistically insignificant, as indicated by the Sobel test result ($p = 0.053$). This suggests that work motivation does not significantly mediate the relationship between servant leadership and creativity. Similarly, the indirect effect of empowerment on creativity through work motivation, calculated at $\beta = 0.037$, also failed to reach statistical significance ($p = 0.080$). These results imply that while both servant leadership and empowerment are capable of enhancing work motivation, and while work motivation is positively related to creativity, the role of motivation as a mediating variable in this relationship is limited in explanatory power within this study's context.

The lack of significance in these mediation effects may indicate that other variables—such as emotional intelligence, organizational climate, or job satisfaction—could play a more influential mediating or moderating role in explaining how leadership and empowerment influence creativity. For instance, a teacher's emotional resilience or the collaborative culture of a school might more directly influence whether leadership and empowerment efforts translate into creative behavior. Therefore, future research should consider integrating additional mediating variables to build a more comprehensive understanding of what drives teacher creativity.

This study is not without limitations. First, the scope of the research was confined to a specific population—111 kindergarten teachers from a single regional area. While the findings are relevant and insightful for similar contexts, they cannot be generalized broadly across diverse educational settings without caution. Future studies should include larger and more varied samples to enhance generalizability. Second, the study examined only three variables—servant leadership, empowerment, and work motivation—while teacher creativity is likely influenced by a broader set of psychological, social, and institutional factors. Variables such as professional development opportunities, collaborative teaching culture, and technological integration may also significantly impact creativity. Third, the mediating role of work motivation was found to be statistically insignificant, suggesting the need to explore other potential mediators that may better explain the mechanisms underlying creativity in educational contexts. Lastly, all data were collected via self-report questionnaires, which can be subject to social desirability bias or response distortion. Utilizing triangulated data sources—such as classroom observations, peer assessments, or student feedback—could enhance the validity of future research.

In conclusion, the findings of this study affirm that servant leadership, teacher empowerment, and work motivation each have a direct and significant influence on teacher creativity. Leaders who practice servant leadership can foster a supportive climate that encourages teachers to take initiative, take risks, and innovate. Empowerment serves as a catalyst for enhancing teacher confidence and autonomy, both of which are essential for creative performance. Work motivation, while not a strong mediator, nonetheless plays a critical role in promoting creative efforts. Therefore, school leaders and policymakers seeking to enhance the quality of teaching and learning should prioritize leadership practices and empowerment strategies that directly support teacher growth and innovation. While further research is needed to explore additional factors and mechanisms, this study contributes valuable evidence to the growing body of literature highlighting the importance of leadership, autonomy, and motivation in cultivating teacher creativity in early childhood education.

4. CONCLUSION

Based on the findings of this study, it can be concluded that teacher creativity can be significantly enhanced through the implementation of servant leadership, teacher empowerment, and work motivation. The results demonstrated that both servant leadership and empowerment have a direct and positive influence on teacher creativity, as leaders who focus on support, trust, and professional growth enable teachers to innovate more effectively in the classroom. Similarly, higher levels of empowerment—characterized by autonomy, skill development, and meaningful participation—contribute to greater creative expression in teaching practices. Work motivation also emerged as a significant direct predictor of creativity, suggesting that motivated teachers are more likely to engage in innovative teaching strategies. Furthermore, servant leadership and empowerment were found to positively influence work motivation, reinforcing the importance of supportive leadership and autonomy in fostering a motivated teaching workforce. However, the study also found that work motivation does not significantly mediate the relationship between servant leadership or empowerment and teacher creativity, indicating that other mediating variables may play a more critical role. Despite these important insights, this study is not without limitations. The research was conducted within a limited population—kindergarten teachers in a specific region—which may affect the generalizability of the findings. In addition, the study focused only on three predictor variables, while teacher creativity is likely influenced by a wider range of psychological, organizational, and contextual factors. Data collection was also based solely on self-reported questionnaires, which may be subject to bias. Future research is therefore encouraged to explore additional mediating or moderating variables—such as organizational climate, emotional intelligence, or social support—and to apply mixed-method approaches for richer and more reliable data. Moreover, practical implications suggest that educational leaders should adopt servant leadership practices that prioritize teacher development,

empowerment, and well-being to foster a culture of creativity. Schools are encouraged to offer professional development opportunities, involve teachers in decision-making, and cultivate a positive and supportive work environment to sustain teacher motivation and innovation. By addressing these areas, both researchers and practitioners can contribute to the advancement of teacher creativity, ultimately improving the quality of education and student outcomes.

REFERENCES

Aditya, R. H., & Sarimanah, E. (2023). Improving teachers' work creativity through personality, work motivation and visionary leadership. *Journal of Early Childhood Education*

Adityawan, W. R. (2015). Analysis of the influence of servant leadership style and organizational culture on organizational commitment in improving employee performance. *Diponegoro University Management*, 1–17.

Amami, R. (2017). *Teacher creativity: Building innovative and inspirational learning*. Jakarta: Gramedia Pustaka Utama.

Anggraini, E. E. S., Boangmanalu, R. A., & Naibaho, B. (2024). Developing teacher creativity in the application of art to early childhood at Madinah Safitri Kindergarten. *Journal of Ulama Intellectuals*

Anisa, A. R. (2021). The influence of teachers' work motivation and the level of acceptance of online learning on the level of teachers' work creativity through the level of work joy in public and private junior high schools in Sidoarjo. *AGORA*, 9(1).

Askari Rankouh, M. A., & Saberi Poor, P. N. (2013). Examining the relationship between organizational culture and creativity. *Universal Journal of Management and Social Sciences*

Chow, I. H.-S. (2018). Cognitive diversity and creativity in teams: The mediating role of team learning and inclusion. *Chinese Management Studies*

Dewantara, A. H., Amir, B., & Harnida. (2020). Teacher creativity in utilizing IT-based media reviewed from students' learning styles.

Eva, N., Robin, M., Sendjaya, S., van Dierendonck, D., & Liden, R. C. (2019). Servant leadership: A systematic review and call for future research. *Leadership Quarterly*, 30(1), 111–132. https://doi.org/10.1016/j.leaqua.2018.07.004

Fatonah, Hermahayu, & Haq, A. L. A. (2023). The influence of work motivation on teaching creativity of teachers of State Islamic Senior High School (MAN) Borobudur. *Psychological Review*,

Fidan, T., & Oztürk, I. (2015). The relationship of public and private school teachers' creativity with intrinsic motivation and school climate for innovation. *Procedia - Social and Behavioral Sciences*, 195, 905–914. https://doi.org/10.1016/j.sbspro.2015.06.370

Fitriyanti, I., Hardhienata, S., & Muharam, H. (2019). Increasing professional commitment in personality development and empowerment. *Journal of Educational Management*, 7(2)

Freiberg, J. (2005). *School climate*. Falmer Press.

Ghifar, R., Yusuf, A. E., Sumardi, S., & Wulandari, F. (2019). Improving teacher creativity through developing principal supervision and organizational climate. *Journal of Educational Management*, 7(2), 790–799.

Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopaske, R. (2006). *Organizations: Behavior, structure, and processes* (12th ed.). McGraw-Hill.

Greenleaf, R. K., Mustikawati, A., Nourhause, H., & Liden, W. (2021). The influence of servant leadership. *Jurnal Mahasiswa Public Discourse*, 1(1)

Gunbayi, I. (2007). School climate and teachers' perceptions of climate factors: A study in nine urban high schools. *Turkish Online Journal of Educational Technology (TOJET)*, 6(3).

Hadiyanto. (2004). *Searching for the figure of decentralization of educational management in Indonesia* (pp. 1–197).

Hardhienata, S. (2017). Development of scientific identification theory for conducting operational research in educational management. *Educational Research*, 755(1).

Ishak, N. F., & Abas, N. M. (2016). *Teacher creativity in learning: Concept, strategy, and implementation*. Bandung: UPI Press.

Ivancevich, J. M., Konopaske, R., & Matteson, M. T. (2008). *Organizational behavior and management* (8th ed.). McGraw-Hill.

Jamaris, M. (2006). *Development and development of kindergarten children*. Jakarta: Gramedia.

Jerome, S. (2005). Quality-based education. *IEEE Transactions on Magnetics*, [volume and issue needed].

Kazi, S., Kazi, H., Kazi, A. S., & Ahmedani, M. M. (2017). To investigate the impact of leader empowering behavior on employee work engagement: The mediating role of organizational justice perception. *International Journal of Multidisciplinary Research and Development*, 4(5), 176–180.

Komariah, A., & Triatna, C. (2010). *Vision of a leader: Towards effective schools*. Jakarta: Bumi Aksara.

Kreitner, R., & Kinicki, A. (2008). *Organizational behavior* (8th ed.). McGraw-Hill.

Lestari, I. D. (2017). The influence of scientific literacy on teacher creativity in the ecosystem concept. In *Proceedings of the National Seminar on Education FKIP Untirta*, 103–106.

Mauladani, Y. H. (2021). Becoming a creative, innovative, and inspiring teacher.

Mira, W. S., & Margaretha, M. (2012). The influence of servant leadership on employee performance, organizational commitment and organizational citizenship behavior. *Management*, 11(2), 189–206.

Ngalimun, Haris, F., & Alpha, A. (2013). *Development and expansion of creativity*. Aswaja Pressindo.

OECD. (2006). *Lessons from the financial crisis and regulation*. In *Enterprise and Small Business: Principles, Practice and Policy* (Vol. 11).

OECD. (2017). *PISA 2015 assessment and analytical framework: Science, reading, mathematics, financial literacy and collaborative problem solving* (Rev. ed.). OECD Publishing. https://doi.org/10.1787/9789264281820-en

Putri, S. D., & Citra, D. E. (2019). Teacher problems in using learning media in social studies subjects at Darussalam Elementary Madrasah, Bengkulu City. *Indonesian Social Studies Education Journal (IJSSE)*, 1(1), 49–54.

Rahayu, M. (2019). The influence of servant leadership on the performance of employees in the letter processing section at the Bandung Letter Management Office. *Management and Accounting Science*, 9(1).

Retmono, A. W. (2013). Analysis of the influence of servant leadership style and organizational culture on organizational commitment. [Thesis/Dissertation – institution info needed].

Rohani, A., & Kurniawati, L. (2021). Teacher creativity in the COVID-19 pandemic era: Literature review. *Journal of Islamic Education, UIN Raden Intan Lampung*, 8(2), 344–359.

Romdhoni, A. (2013). *Al-Quran and literacy* (2nd ed.). Nusantara Literature.

Salwa, Kristiawan, M., & Lian, B. (2019). The influence of academic qualifications, work experience, and work motivation on elementary school principal performance. *International Journal of Scientific Research & Technology*, 8(8).

Sani, A., & Maharani, V. (2013). *Theoretical human resource management research methodology*. UIN-Maliki Press.

Sendjaya, S. (2015). *Servant leadership*. Palgrave Macmillan.

Setyaningsih, S. (2021). *Strengthening educational management resources through path analysis & SITOREM method* (2nd ed.). Alphabet.

Setyowati, E. W., & Masriani, M. (2020). The influence of teacher creativity on student learning outcomes in science learning at SMP Negeri 1 Kalibagor. *Scientific Journal of Science Education*, 7(2), 221–230.

Siswanti, Y., & Anjasasi, F. A. (2017). The influence of servant leadership on employee organizational member performance (EOMP).

Slameto. (2020). *Learning factors and their influence* (p. 145). Jakarta: Rineka Cipta.

Spears, L. C. (2010). *Character and servant leadership: Ten characteristics of effective, caring leaders*. The Greenleaf Center for Servant Leadership.

Supardi, E. (2015). *Creative teachers: Creating fun and meaningful learning*. Yogyakarta: Student Library.

Trompenaars, F., & Voerman, E. (2009). *Servant leadership across cultures: Harnessing the strength of the world's most powerful leadership philosophy*. New York: Infinite Ideas.

Widodo, W., & Sriyono, H. (2020). Teacher empowerment strategy in improving the quality of education. *Scientific Journal of Education Factors*, 7(1), 7–12.

Yang, J., Gu, J., & Liu, H. (2019). Linking servant leadership to employee creativity: The role of team learning and psychological empowerment. *Chinese Management Studies*

Yuliana, D. R., & Sari, R. A. (2022). Teacher creativity in improving students' critical thinking skills in thematic learning in elementary schools. *Indonesian Journal of Elementary Education*, 8(2), 189–202.

Yusuf, M., & Nuriksan, K. (2015). *Educational psychology*. Jakarta: Rajawali Pers.

Zeidner, M., Matthews, G., & Roberts, R. D. (2009). *What we know about emotional intelligence*. Cambridge, MA: MIT Press.

Zein, D. A., Aldine, R. S., Ahmad, M., & Akhras, D. C. (2021). The influence of servant leadership on organizational productivity: A case study depicting the banking sector in Lebanon. *International Journal of Scientific and Management Research*, 4(4), 1–20.