

# INCREASING TEACHERS' CREATIVITY THROUGH STRENGTHENING LEARNING SUPERVISION AND ACHIEVEMENT MOTIVATION

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**Article history:** received 02 August 2022; revised 06 August 2022; accepted 12 September 2022

DOI: <https://doi.org/10.33751/jhss.v6i3.6380>

**Abstract.** This study uses a correlational approach, and SITOREM analysis consists of two independent variables, namely Learning Supervision and Achievement Motivation, and the dependent variable, Teacher Creativity. This research was conducted in Madrasah Ibtidaiyah in Tenjolaya District, Bogor Regency in April 2022, with a study population of 142, and there were 106 samples selected using proportional random sampling. The method used in this research is survey and data analysis techniques, with statistical tests of correlation and simple linear regression, and multiple linear regression. The results obtained are as follows, namely: first, there is a significant positive relationship between the Learning Supervision variable (X1) and teacher creativity (Y) with the form of the regression equation =  $60.831 + 0.405 X1$  and the correlation coefficient  $r_{y1} = 0.469$  and the correlation coefficient  $r_{2y1} = 0.220$ . Second, there is a significant positive relationship between Achievement Motivation (X2) and teacher creativity (Y) with the form of the regression equation =  $51.451 + 0.498 X2$  and the correlation coefficient  $r_{y2} = 0.498$  and the coefficient of determination  $r_{2y2} = 0.248$ . Third, there is a positive and significant relationship between the variables of Learning Supervision (X1) and Achievement Motivation (X2) together with teacher creativity (Y) expressed in the form of a regression equation =  $20.939 + 0.269 X1 + 0.445 X2$  with correlation coefficient  $r_{y12} = 0.572$  and the coefficient of determination  $r_{2y12} = 0.328$ . Based on these things, it can be concluded that teacher creativity can be improved through strengthening learning supervision and achievement motivation.

**Keywords:** teacher creativity; learning supervision; achievement motivation

## I. INTRODUCTION

The success of a teacher in carrying out learning activities will have a positive impact on changes in various aspects, especially in improving education under the demands of the times. Changes in every aspect of human life are highly demanded in the current era of globalization, including in the educational environment. As one of the important aspects in the development of human quality, education is expected to adapt to the rapid changes in modern times. The world is entering a new era, that is, the industrial era 4.0 [1]. The development of this era is greatly influenced by many changes in various areas of life, including education. Teachers must be able to adapt in the face of various changes. One of the changes is that teachers are required to use information and communication technology more often in the learning system for students in the classroom [2].

Learning strategies and classroom management supported by teacher abilities will greatly influence teachers to be creative. Teachers can organize and manage the learning process by mastering the subjects before teaching in the classroom [3]. The willingness of each teacher to always strive to achieve success and excel from others will encourage them to shift something into new ideas and innovations that can improve the quality of learning. One of the current problems in education is the lack of creativity of teachers in teaching and learning activities. This is in accordance with the results of research conducted by Handayani Nurhikmah, Ima Rahmawati, and Hana Lestari [4] in the Journal of Dirosah

Islamiyah Volume 03 Number 01 of 2021 entitled "The Relationship between Self-Efficacy and Work Creativity of Civil Servant Teachers (PNS) of State Elementary Schools in Cibungbulang District." This research states that based on the results of research observations, the ability of teachers to educate, direct, and conduct assessments or evaluations to develop learning creativity has not been maximized. Referring to the results of a preliminary survey conducted by researchers in 5 (five) education units in September 2021 with 30 respondents as permanent teachers at the Ibtidaiyah Madrasah in Tenjolaya District, Bogor Regency, the following facts were found about teacher creativity:

Table 1. Facts about the Low Creativity of Teachers

No	Indicators of Teacher's Creativity	Percentage
1.	Efforts to explore new learning strategies	42%
2.	The invention of interesting new ideas/thoughts	46%
3.	The use of various approaches in overcoming a problem.	52%
4.	Development of learning activities	56%

Looking at the table above, it shows that teacher creativity in schools has experienced obstacles, including 1) 58% of teachers are not optimal in developing new learning strategies, 2) 54% of teachers are not optimal in creating new interesting ideas/thoughts, 3) 48% of teachers are not optimal in using various approaches in solving problems, and 4) 44% of teachers are not optimal in developing learning activities. The data above shows that there are still many teachers who

are not optimal in carrying out teaching and learning activities in schools. In these conditions, it is necessary to analyze various variables that affect the quality of education, especially related to teacher creativity. This is why the author is interested in conducting a study entitled: Increasing Teacher Creativity through Strengthening Learning Supervision and Motivation for Permanent Teacher Achievement at the private Madrasah Ibtidaiyah (MIS) Foundation in Tenjolaya District, Bogor Regency.

Experts' theories about creativity, such as from Lestari & Zakiah [5], state that creativity is a person's ability to take an action that not only has creativity to make new inventions but is also able to provide various ideas (problem-solving ideas) in facing a problem or problems. Creativity is a combination of creative thinking ability and the ability to create. Meanwhile, according to Nita Karmila [6], Creativity is the ability or skill that appears in a person to create something fresh and interesting that can produce something new and acceptable, and is expected to cause change. Meanwhile, Sartana [7] stated, Teacher creativity is the actualization of ideas that are owned to explore the potential in the form of happy actions to learn new things expressed in the form of flexible thinking through great curiosity both creating a varied classroom environment and solving problems to produce useful work.

According to Umyati and Sumardi [8], creativity is the action of teachers who can generate new thoughts/ideas to solve various problems and take innovative actions during teaching and learning activities. Sukmadinata in Selaksa [9] explains that creativity is the ability that a person has to discover and create something new, both new ways and new models that are useful for oneself and society.

According to Zimmerman in Harjono [10], creativity is a complex process of relationships between people, processes, products, and socio-cultural contexts relevant to the domain of knowledge. According to Murdiana [11], a person who thinks creatively needs the ability to see things from the analysis of the mind, being able to turn something into something new or turn one idea into another, being able to use one object in another way, and being able to intuition. Based on the above theory, it can be synthesized that what is meant by teacher creativity in this study is the action of a teacher in finding ideas and thoughts to produce new things, which can create various forms of invention to achieve a learning goal, with indicators: 1) Efforts to explore new learning strategies, 2) Discovery of interesting new ideas / thoughts, 3) Use of various approaches in overcoming problems, and 4) Development of learning activities.

Meanwhile, the operational definition of teacher creativity is the principal's assessment of the actions of a teacher in finding ideas and thoughts to produce new things, which can create various forms of invention to achieve a learning goal, which is measured by instruments in the form of questionnaires with indicators: 1) Efforts to explore new learning strategies, 2) Discovery of interesting new ideas / thoughts, 3) Use of various approaches in overcoming problems, and 4) Development of learning activities.

Mulayasa in Ali [12] states that supervision is a process specifically designed to assist teachers and supervisors in learning daily tasks at school, allowing them to use a wide range of knowledge and abilities to provide good service to guardians of students, and schools strive to make schools a more effective learning community. Meanwhile, according to Dewi [13], academic supervision by the principal / madrasah is the provision of assistance by the principal / madrasah to teachers in managing learning to improve their ability to achieve goals. According to Maisaroh and Danuri [14], Supervision means seeing, observing, and watching from above. Imron in Kurniawan [15] argues that learning supervision is defined as a series of efforts in the form of mentoring to teachers, especially professional assistance carried out by principals and supervisors and other supervisors to improve the quality of learning processes and outcomes. According to Kristiawan, Yuniarsih, and Fitria [16], Supervision is the view of more skilled people towards those who have expertise under it.

Furthermore, according to Syauqi [17], supervision is a mentoring in developing a good learning situation. This formulation implies that the supervisory service covers the entire teaching and learning situation. Another view of Briggs, Thomas H, and Justman in Prihandini [18] is that supervision is a systematic and ongoing effort to encourage and direct educators to develop more effectively to achieve educational goals. Based on the description above, it can be synthesized that Learning Supervision is an activity carried out by the principal / madrasah to provide supervision, direction, and guidance to teachers in learning activities to improve the quality of service and the quality of the school / madrasah, with indicators: 1) Provide direction, 2) Assistance in solving teacher problems, 3) Provide instructions for work implementation, 4) Implementation of supervision, 5) Develop interpersonal relationships, and 6) Assessment of work results. Meanwhile, the operational definition of Learning Supervision is a teacher's assessment of the activities carried out by the head of the private Ibtidaiyah Madrasah to provide supervision, direction, and guidance to teachers in learning activities to improve the quality of service and the quality of Madrasah as measured by instruments in the form of questionnaires with indicators: 1) Providing Direction, 2) Assistance in solving teacher problems, 3) Providing instructions for work implementation, 4) Implementation of supervision, 5) Developing interpersonal relationships, and 6) Assessment of work results. Simamora in Reni Despair, Isjoni [19] states, "Motivation is a psychological impulse that can lead a person towards the goal of Willingness. Meanwhile, Sugiarti and Rita Retnowati [20] that the motivation to excel is a strong impetus for an individual to achieve something that has become the goal of producing superior work. Another opinion was conveyed by Ani Sumarnia and Muhamad Entang [21], explaining that the motivation to achieve is a strong encouragement from within the individual to be able to carry out an activity to overcome all challenges and obstacles in achieving certain goals.

Reinforcing some of the opinions above, Keith Davis and John W. New Storm in Setyanti [22] explain that the

motivation for achievement encourages people to overcome all obstacles and challenges in achieving goals. This measure of excellence is in the form of a reference based on the achievements of others or comparing achievements that have been made before. Meanwhile argue that the motivation to excel is a strong impulse in an individual to compete with the standards of excellence, work hard to achieve success and excellence and avoid failure. Susprawati in Darwina and Ibrahim [23] revealed that the motivation for achievement is to encourage someone to act or do an activity as well as possible to achieve good work achievements. Meanwhile, according to Colquitt and Lepine [24], Motivation is a set of energetic forces that come from inside and outside an employee, initiate work-related efforts, and determine their direction, intensity and perseverance. Based on the theory above, it can be synthesized that the motivation for achievement in this study is an impulse arising from within the individual in the form of a willingness to be able to do a job well with achievements that can exceed predetermined standards, with indicators: 1) Willingness to complete work faster, 2) Courage to make decisions and risks, 3) Willingness to achieve results that exceed standards, 4) Self-integrity, 5) Readiness to compete, 6) Willingness to get feedback.

Meanwhile, the operational definition of Achievement Motivation is the teacher's assessment of the achievement motivation in the individual in the form of a willingness to do a good job with achievements that can exceed predetermined standards. Measured by instruments in the form of questionnaires with indicators: 1) Willingness to get work done faster, 2) Courage to make decisions and risks, 3) Willingness to achieve results that exceed standards, 4) Self-integrity, 5) Readiness to compete, 6) Willingness to get feedback.

## II. RESEARCH METHODS

This study uses a survey method with correlational techniques to find out whether the variables of learning supervision and achievement motivation to excel have a positive relationship with teacher creativity. The research was conducted on permanent teachers of the Ibtidaiyah Madrasah Foundation in Tenjolaya District, Bogor Regency, from December 2021 to August 2022. The study population was 142, and a sample of 106 teachers. Sampling in each school was carried out using proportional random sampling techniques. The research data were analyzed using descriptive and inferential statistics. Data analysis begins with requirements analysis: normality test of error estimation and homogeneity of variance test followed by determination of regression equations, significance test of regression equations, linearity of regression, and hypothesis test with correlation test using ANOVA table. The results of the field data will be grouped per indicator to be compared and analyzed using the SITOREM method [25].

## III. RESULTS AND DISCUSSION

Positive Relationship between Learning Supervision (X1) and Teacher Creativity (Y). The results showed a positive and significant relationship between learning supervision (X 1) and teacher creativity (Y) in the form of a regression equation  $\hat{y} = 60.831 + 0.405 X1$  with a correlation coefficient  $r_{y1} = 0.469$  and a coefficient of determination  $r^2_{y1} = 0.220$ , which means that the learning supervision variable contributes as much as 22.0 % to the teacher creativity variable. Thus, the increase in teacher creativity can be influenced by the supervision of learning. Meanwhile, 78% is influenced by other variables. This is in line with the research conducted (Riyadhel Ghifar, Adi E. Yusuf, Sumardi, [26]), which resulted in the finding that the relationship between learning supervision (X1) and teacher creativity (Y) has a correlation coefficient of learning supervision of ( $r = 0.397$   $r < 0.05$ ) between learning supervision and teacher creativity. Positive Relationship between achievement motivation (X2) and Teacher Creativity (Y) From the results of the study, it shows that there is a positive and significant relationship between achievement motivation (X 2) and teacher creativity (Y) in the form of a regression equation  $\hat{y} = 36.744 + 0.610 X2$  with a correlation coefficient  $r_{y2} = 0.498$  and a coefficient of determination  $r^2_{y1} = 0,248$ , which means that the variable achievement motivation for achievement contributes as much as 24.8% to the variable of teacher creativity. Thus, the increase in teacher creativity can be influenced by the achievement motivation to excel. Meanwhile, other variables affected the rest by 75.2%.

This is supported by relevant research, in this case (Ani Sumarnia, Muhamad Entang [21]) obtaining the results of the correlation coefficient value shows that the variable motivation to perform (X1) with teacher creativity (Y) produces a correlation coefficient value ( $r_{y1}$ ) of 0.7836. From the results of significant tests obtained values  $t_{hitung} = 14,492$  with a  $t_{table}$  value ( $0.05:134$ ) = 1.978 and a  $t_{table}$  ( $0.01:134$ ) = 2.6139. The results show that  $t_{hitung} > t_{table}$ . Thus, it can be concluded that there is a very significant positive relationship between the motivation to excel (X1) and the creativity of the teacher (Y).

Meanwhile, in this study, the coefficient of determination between learning supervision and the achievement motivation to achieve collectively with teacher creativity obtained an R Square score of 0.328. This means that the contribution of learning supervision (X1) and the achievement motivation (X2) directly affects Teacher Creativity (Y) by 32.8%. Meanwhile, other variables affected the rest by 67.2%.

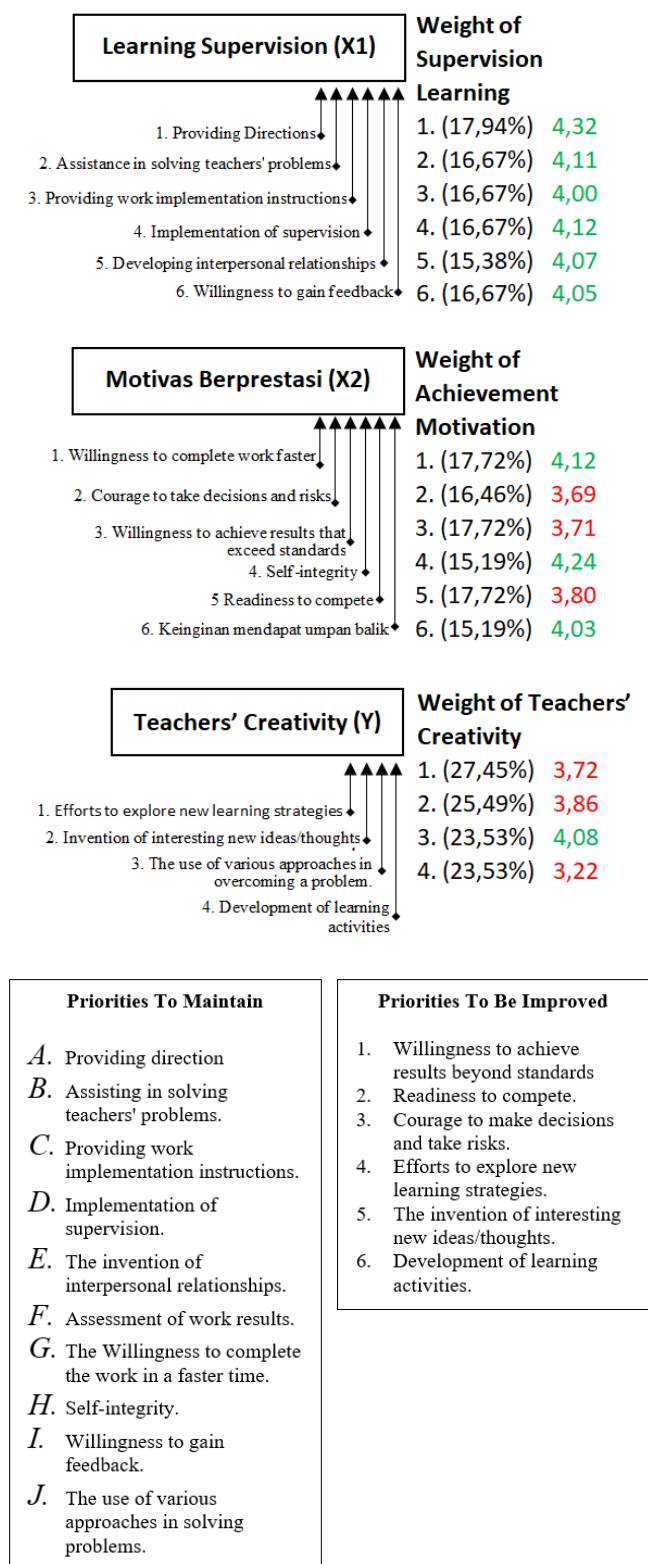


Figure 1. SITOREM analysis

#### IV. CONCLUSION

The results showed that there was a strong and significant positive relationship between learning supervision and the coefficient of determination  $r^2 y 1 = 0.220$ ; There is a strong and significant positive relationship between the achievement motivation to excel and the teachers creativity with a coefficient of determination  $r^2 y 2 = 0.248$ ; And there is a strong and significant positive relationship between learning supervision and achievement motivation along with teacher creativity with a coefficient of  $R^2 y 12 = 0.328$ . This shows that teacher creativity can be improved through the learning supervision and achievement motivation to excel. It is concluded that teacher creativity can be improved through strengthening learning supervision and achievement motivation as well as from the components of teacher creativity itself.

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