

IMPROVING TEACHER CREATIVITY THROUGH THE DEVELOPMENT OF SERVANT LEADERSHIP AND SELF EFFICACY OF TEACHERS AT MAN THROUGHOUT BOGOR REGENCY

Sutji Harjanto ^{a*)}, Sumardi ^{a)}, Dwi Ari Lita Nugroho Ningtyas ^{a)}

^{a)}Universitas Pakuan, Bogor, Indonesia

^{*)}Corresponding Author: sutjihar@unpak.ac.id

Article history: received 23 July 2021; revised 19 August 2021; accepted 04 September 2021

Abstract. This research uses a correlational research and SITOREM analysis which consists of two independent variables, namely Serving Leadership and Self-Efficacy and one variable that is tied to Teacher Creativity. This research was conducted at MA Negeri in Bogor Regency in 2021, with a research population of 147 and there are 108 samples selected using proportional random sampling. The method used in this research is survey and data analysis techniques, with statistical statistics and simple linier regression and multiple linier regression. The research result, namely: first, there is a significant positive relationship between the variable serving leadership (X1 and teacher creativity (Y) in the form of the regression equation $\hat{Y} = 65,167 + 0,504 X1$ and the validity is $r_{y1} = 0,511$ and the coefficient of determination $r^2_{y1} = 0,261$. Second, there is a significant positive relationship between sel efficacy (X2) and teacher creativity (Y) with regression of the equation form $\hat{Y} = 62,883 + 0,482 X2$ and the path coefficient $r_{y2} = 0,584$ and the coefficient of determination $r^2_{y2} = 0,342$. Third, there is a positive and significant relationship between the serving leadership variable (X1 and self efficacy (X2) together with teacher creativity (Y) expressed in the form of regression equation $\hat{Y} = 39,904 + 0,305 X1 + 0,366 X2$ with the subordinate coefficient $r_{y12} = 0,646$ and the coefficient of determination $r^2_{y12} = 0,417$. Based on these things, it can be argued that teacher creativity can be increased throught increased serving leadership and self efficacy.

Keywords: teacher creativity; servant leadership; self efficacy

I. INTRODUCTION

The unification of various technologies that utilize tools that can send data via the internet (internet of things) and then be stored in BIG DATA and processed by artificial intelligence marks the era of Industrial Revolution 4.0. The world of education is required to attend to the changes that focus on digital technologies. In that era, education units at the elementary and secondary education levels, i.e., schools, are required to hire teachers that can implement digital-based learning strategies by utilizing learning technology either offline or online. In contrast, a teacher must also strive to achieve success and be superior to other teachers, which encourages him/her to transform something into new ideas, thoughts, and innovations that can improve student learning quality. Considering that teachers' creativity in teaching can make students interested in participating in the learning process, teachers must be creative and professional in building a pleasant learning atmosphere; thus, learning objectives can be achieved. Therefore, teacher creativity is required in carrying out the teaching and learning process to encourage students to be happy participating in the learning process in the classroom; hence learning outcomes increase in quality. However, the facts in the field of creativity of Civil Servant teachers at Madrasah Aliyah Negeri (MAN) throughout Bogor Regency are not yet optimal, which requires efforts to increase their creativity.

It should be informed that the results of the relevant research conducted by (Sartana [1]) in the journal of

Education Management Volume 08 Number 1 of 2020 entitled "Improvement of Teachers Work Creativity By Improving Organizational Culture and Self-Efficacy" states that teacher's creativity of vocational school throughout the Cibinong Regional Coordinator is still not optimal at 37%. Furthermore, referring to the results of an initial survey conducted by researchers in 2 (two) educational units on December 5, 2020, with respondents of 30 civil servant teachers at the State MA in Bogor Regency, indicating that the creativity of these teachers is as follows:

Table 1. Facts on Teachers' Low Creativity

No	Teachers Creativity Indicator	Percentage
1.	Willing to learn new things	65%
2.	Flexibility, the liberty to create ideas,	66%
3.	Seek to find opportunities to solve problems.	62%
4.	Openness to receiving new ideas in activities.	67%

By observing at the table above, the creativity of teachers in schools is problematic, i.e., 1) 35% of teachers are not optimal in learning new things, 2) 34% of teachers are not optimal in terms of flexibility to create ideas, 3) 38% of teachers are not optimal in striving to uncover opportunities to solve problems, and 4) 33% of teachers have not been optimal in their openness to embrace new ideas in school activities. Thus, the realization in the field is that there are still many teachers who are not optimal in creatively carrying out teaching activities in the classroom.

The aims of this study are 1) To determine the correlation between Servant Leadership and Creativity of Civil Servant Teachers at MAN throughout Bogor Regency, 2) To determine the correlation between Self-Efficacy and Creativity of Civil Servant Teachers at MAN throughout Bogor Regency, 3) To determine the correlation between Servant Leadership and Self-Efficacy collectively with the Creativity of Civil Servant Teachers at MAN throughout Bogor Regency, and 4) To determine the increase in teachers creativity through efforts by observing at the correlation between Servant Leadership and Self-Efficacy collectively with the Creativity of Civil Servant Teachers at MAN throughout Bogor Regency. Considering these conditions, researchers need to analyze 2 (two) independent variables that are suspected to affect the dependent variable, i.e., teachers' creativity. Based on this, the writer was inspired to perform research with the title: The Increase of Teachers Creativity through the Development of Servant Leadership and Self-Efficacy of Civil Servant Teachers at State MA Throughout Bogor Regency.

According to the theory of experts on creativity, among others (Sánchez-Ruiz [2]), creativity is a constellation of factors such as personality traits and new cognitive styles. (Helen [3]) states that creativity is a process of reconstructing new ideas and searching for various alternatives in solving problems. (McShane & Von Glinow [4]) describes creativity as developing an original product, service, or idea that offers a socially recognized contribution. (Griffin & Moorhead[5]) states that creativity is an individual's ability to generate new ideas or understand new perspectives on existing ideas. (A. Sudrajat, S. Setyaningsih [6]) Creativity is the activity of realizing original, new, or unique ideas through processes to overcome difficulties/reduce obstacles in order to produce superior products by individuals. (Sartana [1]) argues that teacher creativity is the actualization of owned ideas to explore the potential in the form of action to be willing to learn new things, actualized in the form of flexible thinking through great curiosity, both creating a varied classroom environment and solving problems to produce valuable work. (Khayati & Sarjana [7]) Creativity is a behavior to design, shape, create, or do something new or different, utilizing new and different ideas and increasing innovation. (Monawati. & Fauzi [8]) creativity is a process that delivers something new or modified, either in the form of ideas, or real works, methods, or new products used by someone in solving a problem. (Ghifar [9]) explains that creativity realizes new ideas at work, solving problems, and taking innovative actions with a unique approach to solving problems by using technology and other resources into a unique process that distinguishes the achievements of each individual in the organization. (Wahyuni [10]) argues that creativity is a person's effort to deliver an idea or real work that is relatively different from what previously existed. The activity has criteria of creative processes and products. Meanwhile, according to (Umyati [11]) teacher's creativity is the teacher's actions that generate new thoughts/ideas in solving problems and exercising innovative actions during

teaching and learning activities [12]. Based on the theory above, it can be synthesized that what is implied by teacher's creativity in this study is a person's thinking behavior in improving or constructing new knowledge, as an innovation to offer various new works in solving problems, with indicators: 1) Willing to learn new things, 2) Flexibility in creating ideas, 3) Striving to find opportunities to solve problems, and 4) Openness to accept new ideas in school activities.

While the operational definition of teacher's creativity is the principal's assessment of the teacher's thinking behavior in improving the ability to construct new knowledge, as an innovation to produce various new works in solving problems, which is measured by using an instrument in the form of a questionnaire with indicators: 1) Willing to learn new things, 2) Flexibility, liberty in creating ideas, 3) Striving to find opportunities to solve problems, and 4) Openness to accept new ideas in school activities. According to van Dierendonck [13][14] servant leadership is the behavior of leaders who prioritize service, i.e., service that arises from a person's desire to serve others, with the aim that the individuals served can grow, develop, be healthy, independent, and has a spirit of service. (Focht & Ponton, [15]) states that servant leadership begins with a desire to provide service to individuals (subordinate) and then develops aspirations to direct individuals to certain goals. (Spears [16]) states that servant leadership is a leader who puts service first with the natural desire of someone who aspires to serve. (Mazarei [17]) defines Servant Leadership as the perception or action that the leader prefers for oneself. The main motivation for servant leadership is the tendency to serve others to achieve group goals. (Sendow & Tatilu [18]) state that the application of servant leadership influences employee performance with the statement that the main characteristic that distinguishes servant leadership from other leadership models is the desire to serve before the desire to lead. (Dennis & Bocarnea [19]) states Servant Leadership is a leadership style that arises from a sincere feeling within the heart that wills to serve, which is to be the first to serve. (Puspa [20]) Servant leadership prioritizes service to its subordinates and is not self-interested, and seeks to develop the characteristics of servant leadership broadly to be applied by others. (Asih & Sholeh [21]) Servant leadership is a leadership model with the principle of prioritizing the personal growth of principals towards teachers. (Mufassir [22]) states that servant leadership is a leadership style that essentially prioritizes the needs of other individuals above their own needs and aims to develop other individuals in the organization to develop and become better. Meanwhile (Pratiwi & Idawati [23]) explain that servant leadership is leadership with a servant's heart and prioritizes activities to serve others that are oriented to love, trust, humility, vision, empowerment to help others in better self-development and willing to sacrifice for others. (A. Sudrajat, S. Setyaningsih[6]) argues that servant leadership is a leader's behavior that originates from feelings and has a commitment to serve consciously to direct individuals, prioritize the interests of others, aspirations, harmony, and

character to achieve the organization's vision. Based on the description above, it can be synthesized that what is meant by Servant Leadership is the behavior of leaders who serve and are more concerned with the interests of their subordinates than their interests, in order to create a more caring and better organization, with indicators: 1 Developing Interpersonal Acceptance, 2) Value People, respecting individuals/others as they are, 3) Humanity, respect for individuals (recognizing employee contributions to the team), 4) Listening, willingness to listen and understand other individuals, 5) Service, prioritizing service to others, and 6) Serve Others Needs Before Their Own, serving the needs of others first before their own needs.

While the operational definition of Servant Leadership is the teacher's assessment of the behavior of the serving principal and is more concerned with the interests of his/her subordinates than one's interests, in order to create a more caring and better organization, which is measured by using an instrument in the form of a questionnaire with the following indicators: 1 developing Interpersonal Acceptance, 2) Value People, respecting individuals/others as they are, 3) Humanity, respect for individuals (recognizing employee contributions to the team), 4) Listening, willingness to listen and understand other individuals, 5) Service, prioritizing service to others, 6) Serve Others Needs Before Their Own, serving the needs of others first before their own needs.

According to (Robbins & Judge[24]), self-efficacy refers to the individual's belief that he/she can perform a task. (A. Sudrajat, S. Setyaningsih[6]) Self-efficacy is the sense, belief, perception, faith owned by a person who is emotionally capable of acting/overcoming something to achieve goals and produce something beneficial. (Permana [25]) argue that self-efficacy is a person's belief in his or her ability to carry out tasks, achieve goals, or overcome obstacles. (Waspodo [26]) states that self-efficacy is a person's belief about managing and deciding what actions are required in dealing with certain situations and tasks. (Sartana [1]) argue that self-efficacy is behavioral norms that contain values agreed upon by members, which are used as applicable regulations and used as habits and used as solutions to problems in the organization. According to (Khayati & Sarjana [7]), Self-efficacy is a person's belief in maximizing one's efforts in carrying out one's duties. (Sunardi [27]) states that self-efficacy is confidence in one's potential in facing a particular challenge or task. According to (Sihaloho [28]), self-efficacy refers to a person's belief or confidence in one's ability to successfully perform certain tasks, overcome problems, and exercise the necessary actions to achieve certain goals. (Mukti & Tentama [29]) explains that self-efficacy is the faith that a person can master the situation one faces and provide positive results. Meanwhile (Gunawan & Nuryana [30]) argue that self-efficacy is a person's assessment of one's own ability to behave in a certain situation. Based on the theoretical description above, it can be synthesized that self-efficacy is an individual's belief in completing a job, with indicators: 1 Magnitude (level), related to the degree of task difficulty, 2) Generality, related to individual beliefs about the task being

executed, 3) Strength, belief in one's abilities, 4) Passed experience and 5) Optimism.

While the operational definition of self-efficacy is the teacher's assessment of the beliefs one has in completing a job, which is measured using an instrument in the form of a questionnaire with indicators: 1 Magnitude (level), related to the degree of task difficulty, 2) Generality, related to individual beliefs about the task being executed, 3) Strength, belief in one's abilities, 4) Passed experience and 5) Optimism.

II. RESEARCH METHODS

This research uses a survey method with correlational techniques to determine whether the variables of servant leadership and self-efficacy have a positive relationship with teacher creativity. The Research was conducted on Civil Servant teachers at the State MA in Bogor Regency in December 2020 - June 2021 with a research population of 147 and a sample of 108 teachers. Sampling in each school was carried out using proportional random sampling technique. The research data were analyzed using descriptive and inferential statistics. Data analysis begins with requirements analysis, namely: normality test of estimated error and homogeneity of variance test, then continued with determination of the regression equation, regression equation significance test, regression linearity and hypothesis testing with correlation test using ANOVA table. The results of the data in the field will be grouped by indicator so that they can be compared and analyzed using the SITOREM method.

III. RESULTS AND DISCUSSION

Positive Correlation between Servant Leadership (X1 and Teacher's Creativity (Y)

The results show that there is a positive and significant correlation between servant leadership (X_1 and teacher's creativity (Y) in the form of a regression equation $\hat{Y} = 65,167 + 0,504 X_1$ with a correlation coefficient $r_{y1} = 0,511$ and a coefficient of determination $r^2_{y1} = 0,261$, this means that the servant leadership variable contributes by 26.1% to the teacher's creativity variable. Thus to increase teacher's creativity, it can be influenced by servant leadership.

This is in line with research conducted (Yang [31]), which resulted in the finding that the correlation between servant leadership (X_1 and teacher's creativity (Y) has a servant leadership correlation coefficient of ($r = 0.67 < 0.05$) between servant leadership with teacher's creativity. Based on the research results above, it can be concluded that servant leadership makes a significant contribution to teacher's creativity. The higher the servant leadership, it is predicted the higher the teacher's creativity.

Correlation between Self Efficacy (X2) and Teacher's Creativity (Y)

There is a positive and significant correlation between self-efficacy (X_2) and teacher's creativity (Y) in the form of a regression equation $\hat{Y} = 62.883 + 0.482 X_2$ with a

correlation coefficient $r_{y1} = 0.584$ and a determination coefficient $r^2_{y1} = 0.342$; this means that the self-efficacy variable contributes 34,2% to the teacher's creativity variable. Therefore to increase teacher's creativity can be influenced by self-efficacy. This is in line with research conducted (Sudjijana [32]), which resulted in the finding that the correlation between self-efficacy (X_2) and teacher's creativity (Y) have a self-efficacy correlation coefficient of ($r= 0.487 < 0.05$) between self-efficacy with teacher's creativity. Based on the research results above, it can be concluded that self-efficacy contributes significantly to teachers' creativity. The higher the self-efficacy, it is predicted the higher the teacher's creativity.

Correlation between Servant Leadership (X_1 and Self-Efficacy (X_2) collectively with Teacher's Creativity (Y)

There is a positive and significant correlation between servant leadership (X_1 and self-efficacy (X_2) collectively with teacher's creativity (Y) in the form of a regression equation $\hat{Y} = 39,904 + 0.305 X_1 + 0.366 X_2$. The value indicates the strength of the correlation between the two X variables with the correlation coefficient $r^2_{y12} = 0.646$ and the coefficient of determination $r^2_{y12} = 0.417$; this means that the servant leadership variable and self-efficacy concurrently contribute to teacher's creativity by 41.7% on the teacher's creativity variable.

The coefficient of determination of the self-efficacy variable is relatively higher, i.e., 34.2%, compared to the coefficient of determination of servant leadership, which is 26.1%. The difference in the value of the coefficient of determination of the two variables individually means that based on the respondent's assessment, the self-efficacy factor provides a more positive and significant contribution to teacher's creativity. While the coefficient of determination of the servant leadership and self-efficacy variables collectively gives a value of 41.7%. This means that according to the respondent's assessment, the two factors of servant leadership and self-efficacy collectively make a very significant contribution to increasing teacher's creativity.

Based on the description above, servant leadership and self-efficacy collectively can increase teacher's creativity. In understanding how much strength each indicator has for each variable, the research is carried out by assigning a score to each indicator based on the SITOREM theory.

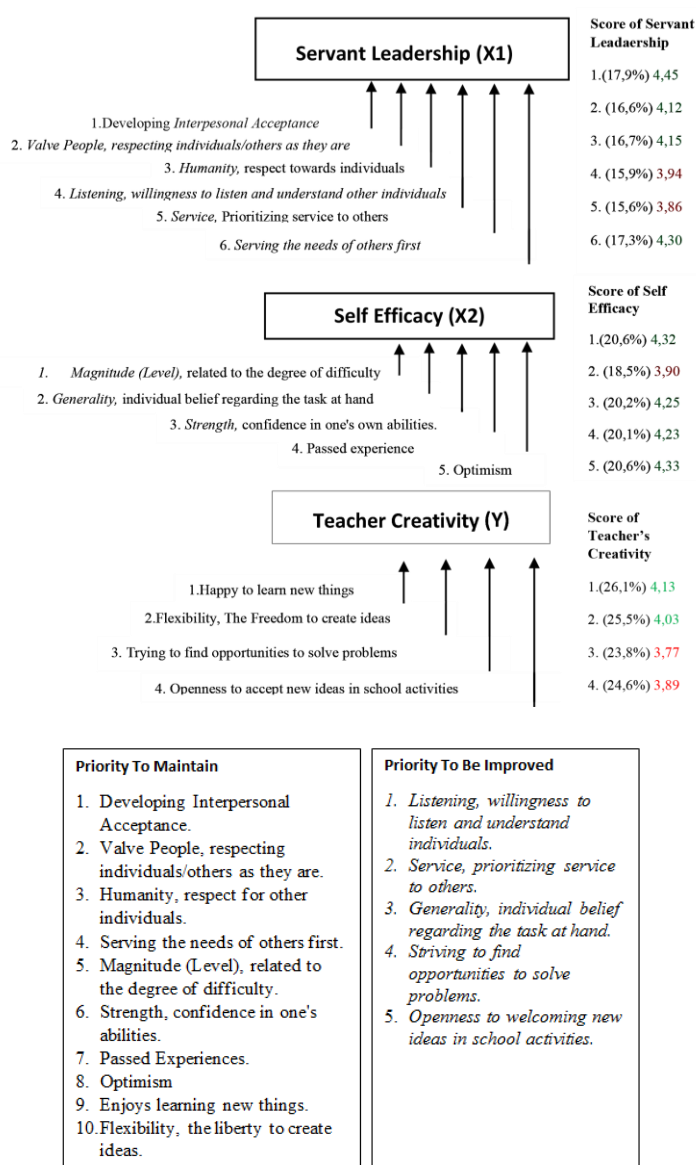


Figure 1. SITOREM analysis

IV. CONCLUSION

The results showed that there was a strong and significant positive relationship between servant leadership and teacher creativity with a correlation coefficient $\rho_{yx1} = 0.261$; there is a strong and significant positive relationship between self-efficacy and teacher creativity with a correlation coefficient $\rho_{yx2} = 0.342$; and there is a strong and significant positive relationship between servant leadership and self-efficacy together with teacher creativity with a correlation coefficient $\rho_{yx3} = 0.417$. This shows that teacher creativity can be enhanced through servant leadership and self-efficacy. It is concluded that teacher creativity can be increased through the development of servant leadership and self-efficacy and from the component of teacher creativity itself.

REFERENCES

[1] Sartana, F., Entang, M., Patras, Y. E., & Harijanto, S. 2020. Peningkatan Kreativitas Kerja Guru Dengan Memperbaiki Budaya Organisasi Dan Efikasi Diri. *Jurnal Manajemen Pendidikan*, 81, 41–45. <https://doi.org/10.33751/jmp.v8i1.1964>

[2] Sánchez-Ruiz, M. J., Hernández-Torrano, D., Pérez-González, J. C., Batey, M., & Petrides, K. V. 2011. The relationship between trait emotional intelligence

- and creativity across subject domains. *Motivation and Emotion*, 35(4), 461–473.
<https://doi.org/10.1007/s11031-011-9227-8>
- [3] Helen, O., Colledge, A., & State, O. 2011. *Emotional intelligence and creativity in teacher education*. 3(October), 124–129.
- [4] McShane, S., & Von Glinow, M. A. 2010. ORGANIZATIONAL BEHAVIOR emerging knowledge and practice for the real world. In *Contexts*.
- [5] Griffin, R. W., & Moorhead, G. 2010. *Organizational Behavior: Managing People and Organizations*.
- [6] A. Sudrajat, S. Setiyaningsih, E. S. et. al. 2020. *Peningkatan Kreativitas Guru Melalui Pengembangan*. 082), 70–73.
- [7] Khayati, N., & Sarjana, S. 2015. Efikasi Diri dan Kreativitas Menciptakan Inovasi Guru. *Jurnal Pendidikan Dan Kebudayaan*, 21(3), 243. <https://doi.org/10.24832/jpnk.v21i3.189>
- [8] Monawati, M., & Fauzi, F. (2018). Hubungan Kreativitas Mengajar Guru Dengan Prestasi Belajar Siswa. *Jurnal Pesona Dasar*, 62), 33–43. <https://doi.org/10.24815/pear.v6i2.12195>
- [9] Ghifar, R., Yusuf, A. E., Sumardi, S., & Wulandari, F. 2019. Peningkatan Kreativitas Guru Melalui Pengembangan Supervisi Kepala Sekolah Dan Iklim Organisasi. *Jurnal Manajemen Pendidikan*, 72), 790–799. <https://doi.org/10.33751/jmp.v7i2.1328>
- [10] Wahyuni, W., Entang, M., & Herfina, H. (2019). Peningkatan Produktivitas Kerja Guru Melalui Pengembangan Supervisi Kepala Sekolah Dan Kreativitas Kerja. *Jurnal Manajemen Pendidikan*, 71, 725–730. <https://doi.org/10.33751/jmp.v7i1.957>
- [11] Umyati, U., Sumardi, S., & Suhardi, E. (2019). Hubungan Antara Budaya Sekolah Dan Kompetensi Pedagogik Dengan Kreativitas Guru. *Jurnal Manajemen Pendidikan*, 72), 816–824. <https://doi.org/10.33751/jmp.v7i2.1331>
- [12] Y. Suchyadi et al., “Using a Multimedia as an Effort to Improve Creative Thinking Skills of Elementary Teacher Education College Student,” in *11th Annual International Conference on Industrial Engineering and Operations Management. IEOM Society International*, 2021, pp. 2948–2954.
- [13] Y. Suchyadi and Nurjanah, “Relationship between Principal Supervision in Increasing the Job Satisfaction of Private Junior High School Teachers in East Bogor District,” *JHSS (Journal Humanit. Soc. Stud.*, vol. 02, no. 01, pp. 26–29, 2018.
- [14] Van Dierendonck, D. 2011. Servant leadership: A review and synthesis. *Journal of Management*, 37(4), 1228–1261. <https://doi.org/10.1177/0149206310380462>
- [15] Focht, A., & Ponton, M. (2015). Identifying Primary Characteristics of Servant Leadership: DELPHI STUDY. *International Journal of Leadership Studies*, 91, 44–61.
- [16] Spears, L. C. 2010. Character and Servant Leadership: Ten Characteristics of Effective, Caring Leaders. *The Journal of Virtues & Leadership*, 11, 25–30.
- [17] Mazarei, E., Hoshyar, M., & Nourbakhsh, P. 2013. The Relationships between Servant Leadership Style and Organizational Commitment. *Scholars Research Library Archives of Applied Science Research*, 51, 312–317.
- [18] Sendow, G., & Tatilu, J. 2014. Kepemimpinan Transaksional, Transformasional, Servant Leadership Pengaruhnya Terhadap Kinerja Karyawan Pada Pt. Sinar Galesong Pratama Manado. *Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 21, 295–304. <https://doi.org/10.35794/emba.v2i1.3816>
- [19] Dennis, R. S., & Bocarnea, M. (2005). Development of the servant leadership assessment instrument. *Leadership & Organization Development Journal*, 26(8), 600–615. <https://doi.org/10.1108/01437730510633692>
- [20] Puspa, M. D., Priyatama, A. N., & Satwika, P. A. (2018). Hubungan antara Kepemimpinan yang Melayani dan Internal Locus of Control dengan Komitmen Organisasi pada Guru di SMK Ganesha Tama Boyolali. *E-Conversion - Proposal for a Cluster of Excellence*, 1–13.
- [21] Asih, E. R., & Sholeh, M. 2020. Pengaruh Servant Leadership dan Budaya Sekolah Terhadap Kinerja Guru di Sekolah Dasar Yayasan Muhammadiyah Surabaya. *Jurnal Inspirasi Manajemen Pendidikan*, 82), 89–99.
- [22] Mufassir, Mohamad, R., & Mala, A. 2019. Model kepemimpinan yang melayani dalam meningkatkan mutu pendidikan: Studi servant leadership kepala Madrasah Aliyah Muhammadiyah kota Gorontalo. *Al-Minhaj: Jurnal Pendidikan Islam*, 21, 38–56.
- [23] Pratiwi, E. E., & Idawati, L. 2019. Pengaruh Kepemimpinan Yang Melayani, Kepuasan Kerja, Dan Motivasi Intrinsik Terhadap Kinerja Guru Sekolah Lentera Harapan Sangihe. *Jurnal Nalar Pendidikan*, 71, 85–93.
- [24] Robbins, S. P., & Judge, T. A. 2014. *Essential of Organizational Behavior 12th edition*.
- [25] Permana, H., Harahap, F., & Astuti, B. 2017. Hubungan Antara Efikasi Diri Dengan Kecemasan Dalam Menghadapi Ujian Pada Siswa Kelas Ix Di Mts Al Hikmah Brebes. *Hisbah: Jurnal Bimbingan Konseling Dan Dakwah Islam*, 132), 51–68. <https://doi.org/10.14421/hisbah.2016.132-04>
- [26] Waspodo, M. 2010. *Strategi pembelajaran dan efikasi diri warga belajar terhadap capaian belajar*. 22), 43–51.
- [27] Sunardi, S., Sunaryo, W., & Laihah, G. H. 2019. Peningkatan Keinovatifan Melalui Pengembangan Kepemimpinan Transformasional Dan Efikasi Diri. *Jurnal Manajemen Pendidikan*, 71, 740–747. <https://doi.org/10.33751/jmp.v7i1.959>
- [28] Sihalo, L. 2018. Pengaruh Efikasi Diri (Self Efficacy) Terhadap Hasil Belajar Ekonomi Siswa Kelas Xi Ips Sma Negeri Se-Kota Bandung. *JINoP*

- (*Jurnal Inovasi Pembelajaran*), 41, 62.
<https://doi.org/10.22219/jinop.v4i1.5671>
- [29] Mukti, B., & Tentama, F. 2019. Faktor-Faktor yang mempengaruhi efikasi diri akademik. *Prosiding Seminar Nasional Magister Psikologi Universitas Ahmad Dahlan*, 341–347.
- [30] Gunawan, Y., & Nuryana, N. 2019. Hubungan Efikasi Diri Dan Kreativitas Siswa Dengan Prestasi Belajar Siswa Di Smpn 1 Gregeed Kabupaten Cirebon. *Edueksos : Jurnal Pendidikan Sosial & Ekonomi*, 81, 28–42. <https://doi.org/10.24235/edueksos.v8i1.4847>
- [31] Yang, J., Liu, H., & Gu, J. 2017. A multi-level study of servant leadership on creativity: The roles of self-efficacy and power distance. *Leadership and Organization Development Journal*, 38(5), 610–629. <https://doi.org/10.1108/LODJ-10-2015-0229>
- [32] Sudjijana, M. Y. S., Herawati, J., & Subiyanto, D. 2019. Pengaruh Kepemimpinan Transformasional, Iklim Inovasi, Efikasi Diri Terhadap Kreativitas Karyawan Pada Industri Pembuatan Gerabah Di Desa Kasongan, Kabupaten Bantul. *Pengaruh Kepemimpinan Transformasional, Iklim Inovasi, Efikasi Diri Terhadap Kreativitas Karyawan Pada Industri Pembuatan Gerabah Di Desa Kasongan, Kabupaten Bantul*, 2(3), 24–34.