

Increasing Teachers' Creativity Through The Development Of Self-Efficacy

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Abstract— This research uses a correlational research and SITOREM analysis which consists of one independent variables, namely 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 self efficacy (X1) and teacher creativity (Y) with regression of the equation form $\hat{Y} = 62,883 + 0,482 X1$ and the path coefficient $r_{y2} = 0,584$ and the coefficient of determination $r^2_{y2} = 0,342$. Based on these things, it can be argued that teacher creativity can be increased through increased self efficacy.

Keywords— Teacher's Creativity; Self Efficacy.

INTRODUCTION

In the era of Industrial Revolution 4.0, there is a demand in education, which is necessary always to observe the changes that occur to face the industry. The world of education as a system of people's lives is deemed necessary to respond with an open arm to the various innovations in the education world. In the era of Industrial Revolution 4.0, the world of education, especially schools, extraordinarily requires teachers who can apply appropriate learning strategies, utilizing highly adequate learning technology; thus, teachers become creative while teaching in the classroom. The teacher's desire to always strive to achieve success and be superior to other teachers will encourage a teacher to turn

something into new ideas, thoughts, and innovations that can improve the quality of learning.

Given that teachers' creativity in teaching can attract students to participate in the learning process, teachers must be creative and professional in creating a pleasant learning atmosphere to achieve learning objectives. Thus, teachers' creativity is needed in carrying out the teaching and learning process to encourage students to enjoy participating in the learning process in class, thus increasing learning outcomes quality. The condition in the field shows that teachers' creativity in organizing learning at the State MA in Bogor Regency is still not optimal. On that basis, efforts are needed to increase teachers' creativity, especially civil servant teachers at the State MA in Bogor Regency.

Referring to the results of an initial survey conducted by researchers in 2 (two) education units on December 5, 2020, with 30 Civil Servant teachers as respondents at the State MA in Bogor Regency, the following facts about teacher creativity were discovered:

Table 1. Facts on Teachers' Low Creativity

NO	Indicator of teachers' creativity	Percentage
1.	Enjoy learning new things	65%

2.	Flexibility, the freedom to create ideas,	66%
3.	Endeavor to find opportunities to solve problems.	62%
4.	Openness to receiving new ideas in school activities.	67%

Source: December 5, 2020, with 30 Civil Servant teachers as respondents at the State MA in Bogor Regency

Observing at the table above, it is evident that teachers' creativity at schools has problems, including 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 attempting to find opportunities to solve problems, and 4) 33% of teachers are not yet optimal in accepting 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.

This study aims to 1) determine the correlation between Self-Efficacy and Creativity of Civil Servant Teachers at State MA throughout Bogor Regency, and 2) determine the increase in teachers' creativity through efforts by looking at the correlation between Self-Efficacy collectively with Civil Servant Teachers Creativity at State MA throughout Bogor Regency.

The research results conducted by Sartana et al., 2020, (pp. 41–46) in the journal of Education Management Volume 08 Number 1 of 2020 entitled "Improving Teachers' Work Creativity By Improving Organizational Culture and Self-Efficacy" states that vocational school teachers creativity throughout the Cibinong Regional Coordinator was still not optimal at 37%.

By attending to these conditions, it is necessary to analyze the variables that also affect the quality of education, especially in terms of teachers' creativity, which is why the author is interested in conducting research titled: **Increasing Teachers' Creativity through the Development of Self-Efficacy** at State MA in Bogor Regency.

I. THEORETICAL BACKGROUND

According to experts' theories on creativity (Sánchez-Ruiz et al., 2011, pp. 461–473), creativity is a constellation of factors such as personality traits and new cognitive styles. (Helen et al., 2011, pp. 124–129) creativity is a process of reconstructing new ideas and observing for various alternatives in solving problems. (McShane & Von Glinow, 2010, pp. 215–218) describe creativity as developing an original product, service, or idea that makes a socially recognized contribution. (Griffin & Moorhead, 2010, p. 224) state that creativity is an individual's ability to generate new ideas or understand new perspectives on existing ideas.

(A. Sudrajat, S. Setiyaningsih, 2020, pp. 70–73) state that creativity is the activity of realizing original, new, or unique ideas through processes to overcome difficulties or reduce obstacles in order to produce superior products by individuals. (Sartana et al., 2020, pp. 41–45) argue that teachers' creativity is the actualization of owned ideas to explore potentials in the form of enjoying learning new things as outlined in the flexible thinking through great curiosity to a varied and problem-solving classroom environment to produce useful work. (Khayati & Bachelor, 2015, p. 243) Creativity is a behavior to design, shape, create or do something with something new or different, using new and different ideas from before and are useful for increasing innovation.

(Monawati. & Fauzi., 2018, pp. 33–43) 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 et al., 2019, pp. 790–799) explain that creativity means realizing new ideas at work, solving problems, and taking innovative actions with a unique approach to solving problems using technology and other resources into a unique process that distinguishes each person's achievements.

(Wahyuni et al., 2019, pp. 725–730) argue that creativity is a person's effort to produce an idea or real work that is relatively different from the existing ones, where the activity has criteria for creative processes and products. Meanwhile, according to (Umyati et al., 2019, pp. 816–824), teachers' creativity is the teacher's actions that generate new thoughts/ideas in solving problems and practicing innovative actions during teaching and learning activities.

Based on the theory above, it can be synthesized that teachers' creativity in this study is a person's thinking behavior in improving or constructing new knowledge, as an innovation to produce various new works in solving problems, with indicators: 1) Enjoy to learn new things, 2) Flexibility, the freedom in creating ideas, 3) Endeavor to find opportunities to solve problems, and 4) Openness to accept new ideas in school activities.

While the operational definition of teachers' 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) Enjoy to learn new things, 2) Flexibility, the freedom in creating ideas, 3) Endeavor to find opportunities to solve problems, and 4) Openness to accept new ideas in school activities

According to (Robbins & Judge, 2014, p. 67), self-efficacy refers to an individual's belief that one can perform a task. (A. Sudrajat, S. Setyaningsih, 2020, pp. 70–73) Self-efficacy is a feeling, thinking, perception, belief owned by a person who is emotionally capable of acting/overcoming something to achieve goals and produce something beneficial. (Permana et al., 2017, pp. 51–68) argue that Self-Efficacy is a person's belief in his or her ability to carry out tasks, achieve goals, or overcome obstacles.

(Wasposito, 2010, pp. 43–51) states that self-efficacy is a person's belief about one's ability to manage and decide what actions are needed in dealing with certain situations and tasks. (Sartana et al., 2020, pp. 41–45) argue that Self-Efficacy is a behavioral

norm that contains 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 & Bachelor, 2015, p. 243), Self-efficacy is a person's belief in maximizing his or her efforts in carrying out one's duties. (Sunardi et al., 2019, pp. 740–747) state that self-efficacy is a person's confidence in his or her potential in facing a particular challenge or task.

According to (Sihaloho, 2018, p. 62), Self-efficacy refers to a person's belief or confidence in his or her ability to successfully perform certain tasks, overcome problems, and exercise the necessary actions to achieve certain goals. (Mukti & Tentama, 2019, pp. 341–347) explain that Self-Efficacy is the belief that a person can master the situation one faces and give positive results. Meanwhile (Gunawan & Nuryana, 2019, pp. 28–42) 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 the belief that individuals have 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 at hand, 3) Strength, belief in one's ability, 4) Past Experience, and 5) Optimistic.

Meanwhile, the operational definition of Self-Efficacy is the teacher's assessment of the beliefs one has in completing a job, which is measured by 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 at hand, 3) Strength, confidence in one's abilities, 4) Past Experience, and 5) Optimistic.

RESEARCH METHODOLOGY

This study uses a survey method with correlational techniques to determine whether the variable Self-Efficacy positively correlates with teachers' creativity. The study 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 the proportional random sampling technique. The research data were analyzed using descriptive and inferential statistics. Data analysis started with requirements analysis, i.e., normality test of estimated error and homogeneity test of variance, then continued with the determination of the regression equation, regression equation significance test, regression linearity, and hypothesis testing with correlation test using ANOVA table. The data results in the field will be grouped per indicator; thus, they can be compared and analyzed using the SITOREM method.

DISCUSSIONS

b. Teachers' Creativity (Y)

The teachers' creativity variable based on the results of the research score obtained by the respondents is presented in the statistical description as follows:

Table 1. Description of Teachers' Creativity

Statistics (Y)

No.	Type of Data Description	Teachers' Creativity (Y)
1.	Total Score	14018
2.	Lowest Score	113
3.	Highest Score	144
4.	Mean Score	129,80
5.	Standard Deviation (SD)	8,02
6.	Modus	127
7.	Median	130,5
8.	Range	31
9.	Variance	64,29

Teachers' creativity variable score was obtained based on the respondents' answers to the teacher's creativity instrument items consisting of 33 statement items with a scale between 1 to 5.

Based on the carried out research data, it is known that the empirical score of teachers' creativity variable ranges from the lowest score of 113 to the highest score of 144 with a score range of 31. The calculation

results obtained a total score of 14018, mean score of 129.80, median of 130.5, mode of 127, standard deviation of 8.02, sample variance of 64.29. The calculation result using the Sturges formula obtained the number of class intervals 8 with a class length of interval 4. The frequency distribution of the teacher's creativity score can be observed in table 2.

Table 2. Frequency Distribution of Teachers'

Creativity Data (Y)

No.	Interval Class	Class Limit	Absolute Frequency	Relative Frequency	Cumulative Frequency
1.	113-116	112,5-116,5	4	3,7	4
2.	117-120	116,5-120,5	12	11,1	16
3.	121-124	120,5-124,5	15	13,9	31
4.	125-128	124,5-128,5	17	15,7	48
5.	129-132	128,5-132,5	23	21,3	71
6.	133-136	132,5-136,5	10	9,3	81
7.	137-140	136,5-140,5	14	13,0	95
8.	141-144	140,5-144,5	13	12,0	108
Σ			108	100,00 %	

As shown in the table above, the frequency distribution of each interval can be explained that the highest frequency of respondents' scores is in the interval class of 5 (129-132), i.e., 23 respondents (21.3%) of the 108 respondents. This data shows that the number of teachers' creativity is exceptionally high. The following sequence is 17 teachers or (15.7%) have moderate creativity, particularly in the range of (125-128), and 15 people (13.9%) have adequate teachers' creativity in the class interval (121-124).

Based on the data presented in the table above, the distribution of teachers' creativity scores with 108 teachers as respondents can be shown in the histogram graph in Figure 1.

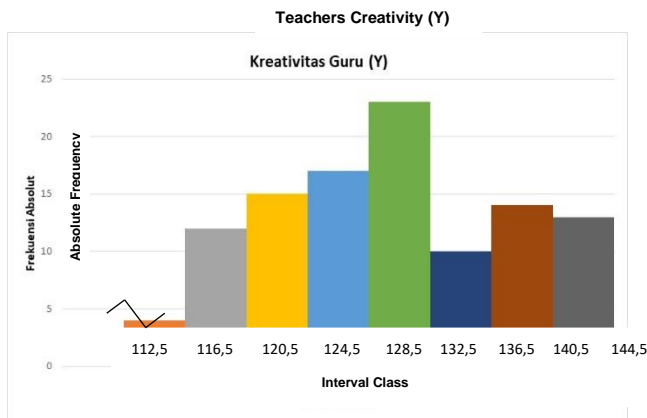


Figure 1. Frequency histogram of Teachers' Creativity

Data (Y)

The instrument consists of 33 items, meaning the lowest theoretical score is 33 and the highest theoretical score (33 x 5) = 165, with a theoretical median (33 + 165)/2 = 99. The lowest empirical score is 113, the highest empirical score is 144, and the empirical median score is 130.5. The comparison of the theoretical median score with the empirical median score is 99 < 130.5, meaning that the empirical median score of teachers' creativity spreads above the theoretical median score, thus it can be concluded that teachers' creativity is low.

c. Self Efficacy (X1)

The self-efficacy variable based on the results of the research score obtained by the respondents is presented in the statistical description as follows:

Table 3. Statistical Description of Self Efficacy

No.	Type of Data Description	Self Efficacy (X ₁)
1.	Total Score	14979
2.	Lowest Score	112
3.	Highest Score	159

4.	Mean Score	138,69
5.	Standard Deviation (SD)	9,71
6.	Mode	138
7.	Median	139
8.	Range	47
9.	Variance	94,35

The score of the self-efficacy variable is based on the respondents' answers to the items of the self-efficacy instrument consisting of 33 statements with a scale between 1 to 5.

Based on the carried out research data, it is identified that the empirical score of the Self-Efficacy variable ranges from the lowest score of 112 to the highest score of 159, with a score range of 47. The calculation results obtained a total score of 14979; the mean score is 138.69, the median is 139, the mode is 138, the standard deviation is 9.71, sample variance is 94.35. The calculation results using the Sturgees formula obtained the number of interval classes of 8 with an interval class length of 6. The frequency distribution of Self-Efficacy scores can be seen in table 4.

Tabel 4. Distribusi Frekuensi Data Efikasi Diri

No.	Interval Class	Class Limit	Absolute Frequency	Relative Frequency	Cumulative Frequency
			0		
1.	112-117	111,5-117,5	3	2,8	3
2.	118-123	117,5-123,5	5	4,6	8
3.	124-129	123,5-129,5	8	7,4	16
4.	130-135	129,5-135,5	18	16,7	34
5.	136-141	135,5-141,5	35	32,4	69
6.	142-147	141,5-147,5	19	17,6	88
7.	148-153	147,5-153,5	14	13,0	102
8.	154-159	153,5-159,5	6	5,6	108
Σ			108	100,00%	

As shown in the table above, the frequency distribution of each interval can be explained that the highest frequency of respondents' scores is in the interval class of 5 (136-141), i.e., 35 respondents (32.4%) of the 108 respondents. From these data, it shows that the number of self-efficacy is very high, and the following sequence is 19 people or (17.6%) teachers have moderate self-efficacy, i.e., in the range (142-147) and 18 people (16.7%) have self-adequate self-efficacy in the class interval of (130-135).

Based on the data presented in the table above, the distribution of Self-Efficacy scores with 108 teachers as respondents can be shown in the histogram graph in Figure 2.

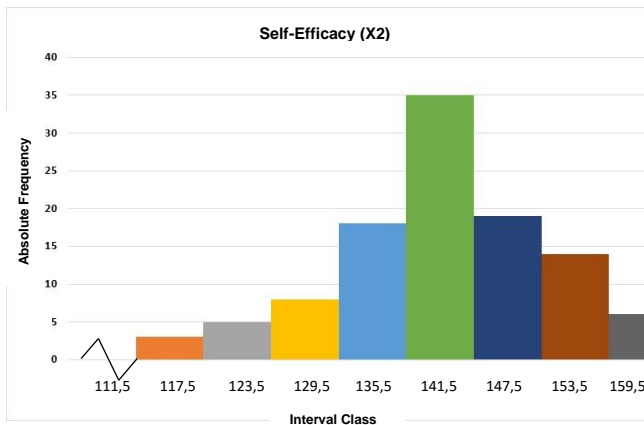


Figure 2. Frequency histogram of Self-Efficacy Data (X₁)

The instrument consists of 33 questions, meaning the lowest theoretical score is 33 and the highest theoretical score (5 x 33) = 165, with a theoretical median (33+165)/2 = 99. The lowest empirical score is 112, the highest empirical score is 159, and the empirical median score is 139. The theoretical median score with an empirical median score of 99 < 139 means that the self-efficacy

empirical median score spreads over the theoretical median score. Thus it can be concluded that self-efficacy is low.

Correlation between Self Efficacy (X₁) and Teachers' Creativity (Y)

The results show that there is a positive and significant correlation between Self-Efficacy (X₁) and teachers' 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 $r^2_{y1} = 0.342$, meaning that the Self-Efficacy variable contributes 34.2% to the teacher's creativity variable. Therefore to increase teachers' creativity can be influenced by Self-Efficacy.

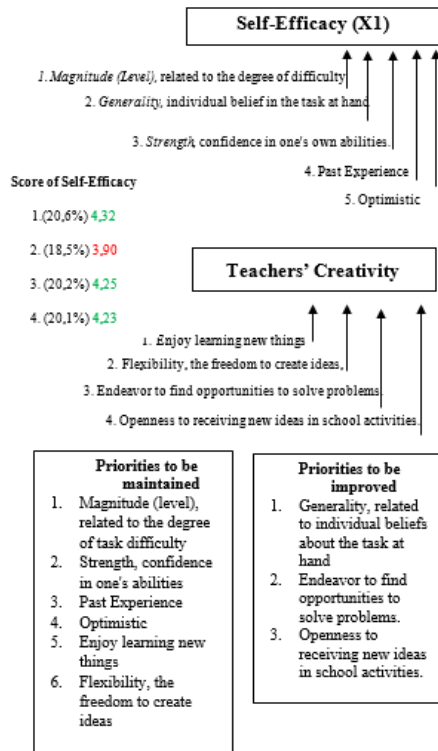
This is in line with the research conducted by (Sudjijana et al., 2019), which resulted in the finding that the correlation between Self-Efficacy (X₁) and teachers' creativity (Y) had a Self-Efficacy correlation coefficient of (r= 0.487 <0.05) between Self-Efficacy and teachers' creativity.

Based on the research results above, it can be concluded that self-efficacy contributes significantly to teachers' creativity. The higher the self-efficacy is predicted, the higher the teacher's creativity.

Table 5. Analysis of Variance (ANOVA) with regression equation of $\hat{Y} = 62,883 + 0,482 X_2$

Source of variation	dk	JK	RKT	FCount	Ftable		Conclusion
					0,05	0,01	
Total	108	1301632	1301632				
Coefficient (a)	1	1819484	1819484				
Regression (b/a)	1	2349,658	2349,658	58,83	3,91	6,90	Very Significant

Remainder	106	4529,86	39,94315				
Suitable tuna	36	-585790	-15417,5			Linear	
error	70	590319,9	5465,925	-2,82	1,62	1,98	



CONCLUSION

a. Conclusion

The results show that there was a strong and significant correlation between self-efficacy and teacher's creativity with a correlation coefficient $\rho_{yx_2} = 0,342$. This shows that teacher's creativity can be increased through Self-Efficacy. It is concluded that teacher's creativity can be increased through the development of Self-Efficacy and from the component of the teacher's creativity itself.

b. Suggestion

Based on the results of this study, it will be useful to be used as an input for PNS Teachers at State MA throughout Bogor Regency. The order of suggestions for improvement includes:

- Self-Efficacy (Generality, individual belief in the task at hand), Teachers are expected to improve Self-Efficacy in order to have the ability to face or complete each task as a teacher, namely by making an achievement target that is routinely made as an effort to solve problems .
- Teacher Creativity (Trying to find opportunities to

solve problems & Openness to accept new ideas in school activities), Teachers are expected to increase the creativity of teachers to face or complete tasks by finding opportunities to solve problems, and also expected to further increase their creativity by increasing initiative, creative thinking, and creating new ideas related to the implementation of learning such as making creative learning media.

- For other researchers, it can be used as reference material in the context of further research related to the relationship between self-efficacy and teacher creativity. The need for further study of other factors that can influence or have a relationship with Teacher Creativity in the State MA.
- For the Leaders of the Ministry of Religion of Bogor Regency, the results of this study are expected to be used as one of the materials for formulating policies and programs for teacher development for MA teachers in Bogor Regency, including:
 - If there is a discrepancy with government regulations, it can be used as input for formulating policies in the form of new regulations/rules.
 - To structure the training program to increase teaching creativity for MA teachers in Bogor Regency.
 - To develop criteria for teachers who are proposed to take the teacher certification test.
 - To develop criteria for schools that will receive educational facilities assistance (learning media, teaching aids, ICT tools)

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