THE INFLUENCE OF VISIONARY LEADERSHIP, ORGANIZATIONAL CULTURE, SELF-EFFICACY, AND WORK MOTIVATION ON TEACHER CREATIVITY

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Abstract: This research aims to find ways to increase teacher creativity in state middle schools in Region II East Jakarta by strengthening the principal's visionary leadership variables, self-efficacy, organizational culture, and work motivation by examining the influence of other variables on teacher activity. The research method used in this study is a survey method with a path analysis approach. The subjects in this research consisted of 1,879 teachers spread across 5 sub-districts and 50 schools, and the sample for this research was 343 teachers. The data collection technique uses a questionnaire with instruments developed by researchers. The data analysis method used in this research is a multiple regression test, with the results of the research being that there is a direct positive influence of the principal's visionary leadership on teacher creativity. There is no direct positive influence of self-efficacy on teacher creativity. There is a direct positive influence of organizational culture on creativity. Teachers. There is a direct positive influence of work motivation on teacher creativity. There is a positive influence of the principal's visionary leadership on teacher work motivation. There is a positive influence of self-efficacy on teacher work motivation. There is no positive influence of organizational culture on teacher motivation.

Keywords: principal's visioner leadership, self-efficacy, organizational culture, teacher's creativity, work motivation,

Introduction

Schools are educational institutions that organize formal education, both in the form of public schools managed by the government and private (Vaughn & Bos, 2012). In learning, schools aim to educate students under the supervision of teachers (Bayır & Aylaz, 2020). School quality is highly dependent on the learning process and is also supported by the provision of facilities by schools both in physical form such as facilities and infrastructure and the competence of educators (Van Poeck et al., 2016).

Educators, in this case, teachers, are valuable resources in schools because teachers are one of the components in the learning process that plays a role in efforts to form potential human resources in the field of development (Gillies, 2016). This reflects how important the role of teachers is in improving the quality of education (Beverborg & Müller, 2016). Teacher creativity is one of the important factors in achieving educational goals to produce quality graduates (Wijaya Mulya & Aditomo, 2019). The role of teachers is very important because teachers are the spearhead of success in the learning process (Zelkowski et al., 2023). Teachers are required not only as teachers, but also function as trainers, mentors, and learning managers (Gillies, 2016). As a teacher, the teacher emphasizes more on the task of planning and implementing teaching (Simon et al., 2023). In this task, the teacher is required to have a set of knowledge and technical teaching skills, in addition to mastering the knowledge or material to be taught (Quinn et al., 2016). As a trainer, the teacher provides maximum opportunities for students to develop their own learning methods as an exercise to achieve optimal learning outcomes. The education and learning process requires skill training, both intellectual and motor, thus requiring teachers to act as trainers because without practice they will not be able to demonstrate mastery of basic competencies and will not be proficient in various skills developed by standard materials (Lim, 2019). As a mentor, the teacher emphasizes the task of assisting students in solving the problems they face. This task is an aspect of educating because it is not only about knowledge but also involves personality development and the formation of students' values (McLachlan & Tippett, 2023). Teacher as a learning manager means managing learning resources, time and classroom organization. The teacher's activity as a manager is to manage time and classroom conditions from the beginning to the end of learning activities (Ka Yuk Chan & Chen, 2024). Thus the learning objectives and the role of the teacher can be achieved (Tight, 2022).

The role of teacher creativity is not just to help the learning process by covering one aspect of the human being but includes other aspects, namely knowledge, attitudes, and skills to help complete their work quickly and efficiently (Djami et al., 2019). In the learning process a teacher must interact with students to convey the subject matter, the teacher helps students to understand the material. With teacher creativity in teaching, students become interested in participating in the learning process. Thus teachers are required to be creative, professional, and able to create a pleasant atmosphere when the learning process is taking place (Orozco, 2021).

The teacher factor as an educator is very dominant in determining the success of education (Su, 2017). Teachers have many functions including as educators, teachers, and student leaders in their school environment. Teachers do not function as holders of power, or commanders, prohibiting and punishing children, so it can be understood that a teacher must be prepared to meet the physical and spiritual needs of children in their development (Greenberg, 2011). In principle, the function and role of the teacher in the learning process as a director of learning means that every teacher must be good at directing student learning activities to achieve learning success (academic performance) as set out in the learning process objectives.

The success of the learning process is strongly influenced by the role of the teacher in designing and implementing learning activities. Teachers occupy an important position, more important than the curriculum, where no matter how good the curriculum is if it is not followed by qualified teachers, everything will be in vain. Conversely, a poor curriculum will be supported by qualified teachers (Beeri & Horowitz, 2020). Teachers are the key to the success of education. Therefore, improving the quality of education personnel continues to be pursued, one of which is how to develop teacher creativity (Van Poeck et al., 2016).

The role of teacher creativity is not just to help the learning process by covering one aspect of the human being but includes other aspects, namely knowledge, attitudes, and skills to help complete their work quickly and efficiently (Nederhand et al., 2024). In the learning process a teacher must interact with students to convey the subject matter, the teacher helps students understand the material. With teacher creativity in teaching, students become interested in participating in the learning process. Thus teachers are required to be creative, professional, and able to create a pleasant atmosphere when the learning process is taking place (Eaton, 2018).

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Quality learning requires more activity and creativity from a teacher. An active, creative, and fun learning atmosphere cannot be realized if teachers are passive and work only as a routine (Cipriano et al., 2023). Teacher competence and quality must be directed towards the realization of a creative teacher figure without being shackled by bureaucracy. Creative teachers are expected to be more sensitive to educational problems and able to find ways to solve them. Creative teachers will make new changes in learning so that students are happier and the quality of learning is expected to improve (Ajjawi et al., 2018).

Creativity is needed to improve the quality of education. Education should emphasize efforts to develop creativity, by providing opportunities to create a learning climate that supports the achievement of these goals (Gladovic et al., 2021). So teacher creativity has become a demand that must be developed immediately at all levels of education.

Facing the era of the Industrial Revolution 4.0, which emphasizes the concept of independent learning, every educational institution is expected to have competitiveness and innovation that can collaborate so as not to fall behind. In the era of revolution 4.0, the education system is expected to be able to realize students who can think critically and be able to solve problems, are creative and innovative, and have the skills to communicate and collaborate (Zulkosky, 2012).

The concept of independent learning is a response to the needs of the education system in the era of the Industrial Revolution 4.0. The Merdeka Curriculum is one of the programs carried out by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) to overcome backwardness and learning loss in Indonesia. Simplifying the emergency curriculum is considered effective in mitigating learning loss during the COVID-19 pandemic. The direction of curriculum change contained in Merdeka Belajar Episode 15 is a more flexible curriculum structure, focusing on essential material, providing flexibility for teachers to use various teaching tools according to the needs and characteristics of students, and applications that provide various references for teachers to continue to develop teaching practices independently and share good practices. (www.kemdikbud.go.id)

Freedom of learning is the freedom of thought for both teachers and students in learning. The idea of

independent learning is based on the essence of freedom of thought to create a happy learning atmosphere without being burdened by achieving certain scores or grades (Radford et al., 2015). The concept of independent learning should first start in the mindset of teachers before they teach it to students. Learning independence provides flexibility and freedom for teachers in designing contextual and meaningful learning by the standards of the Pancasila learner profile, namely faith, devotion to God Almighty and noble character, creativity, cooperation, global diversity, critical reasoning, and independence.

Independent learning creates learners who are not only smart in memorizing learning but have sharp analysis and reasoning in solving a problem. Learners are also expected to be able to have character (Liu et al., 2021). In independent learning, teachers must have the ability to master learning material and develop it in depth into interesting and fun material to discuss by using technology as a medium in learning, so that students have high motivation in learning to develop the abilities that exist in themselves (Radford et al., 2015). Students' creative power will grow if teachers can design learning that challenges them to be actively creative.

The demands of learning certainly require a more active and creative teacher role. Creative teachers are expected to have sensitivity to problems, especially the learning problems they implement (Sari, 2017). The scientific attitude of students will develop well if the teacher can motivate and be creative so that the learning carried out is more meaningfull.

From the description above, it can be said that improving the quality of education cannot be separated from the role of teachers in planning and implementing the learning process (Beardwell & Thompson, 2017). The creativity of teachers, including secondary school teachers, greatly affects the quality of learning and student learning outcomes (Buganu, 2021). So teacher creativity in planning and implementing learning has become a demand in seeking to improve the quality of learning and the quality of education.

Problems in the world of education, especially at the level of public junior high schools in Region II East Jakarta, concerning teachers are often found is the lack of teacher creativity in teaching. Teachers who are less creative in teaching make learning run monotonously, causing boredom in students. Teachers sometimes only focus on fulfilling the stages of learning and the material that must be delivered, without regard to other factors (Ng et al., 2018). Even though the teacher as an educator is one of the determining factors for success in achieving the educational goal itself. With the implementation of the Merdeka Curriculum, teacher creativity is given more attention where teachers in teaching are not focused on the classroom but can also be outside the classroom. This is following what the Center for Curriculum and Learning of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) said, which states that teacher creativity in developing learning activities is not only limited to the classroom is the key to the successful implementation of the Merdeka Curriculum. (Republika, 23/09/2022)

An overview of the creativity of public junior high school teachers in Region II East Jakarta can be seen from several indicators, namely 1) Openness to accepting new ideas, 2) Solving problems, 3) Finding something new, 4) Confidence in work, and 5) Produce something new. Based on these indicators, we can see an overview of the creativity of public junior high school teachers in Region II East Jakarta. The results of data surveys from initial research on 30 teachers assessed by the Principal of the teacher concerned in May 2022, obtained information that there was a tendency to be low or not optimal creativity of public junior high school teachers in Region II East Jakarta.

The survey results show that the percentage is less than 50%, which means that teacher creativity is still low, where teachers have problems in expressing openness to accepting new ideas when teaching is still low (38%). This is because teachers have not fully designed new teaching methods, used tools in the surrounding environment, and utilized information technology for learning. Teachers' problem-solving skills in solving problems encountered in their work are also low (29%). This is due to the lack of teachers using new ways to create lesson plans, using new ways to create learning models, and improving the assessment system tailored to student competencies. Teachers with problems in adapting and analyzing work in the learning field are still low (32%), where teachers have not fully created new ideas in using

learning models, creating new alternatives in improving student achievement, and modifying existing learning models according to curriculum demands. Teachers with problems in applying new things in teaching are also still low (32%). This is because teachers have not fully used new ways of making learning media, used new ways of making learning media, demonstrated examples of varied classroom designs to other teachers. Teachers have problems with the results they get to learning in the classroom is still low (38%). This is because there are still teachers who do not repair old learning media, look for effective ways when deliver subject matter, and use the internet to add knowledge that they do not understand.

Some other indications of low teacher creativity include teachers not checking students in their learning because distance learning requires patience and foresight of teachers in supervising students while learning (Vaughn & Bos, 2012). In this case, teachers should be more creative in carrying out the learning process by exploring and finding ways of learning that are more effective, easy to understand and liked by students which will generate interest in learning in students and will ultimately improve student achievement (Sullivan et al., 2018). The indications of the above problems are considered to be a benchmark that the creativity of public junior high school teachers in Region II East Jakarta is still low. Lack of teacher creativity also results in low student achievement and creativity. If this condition continues, the quality of education and the quality of human resources will continue to lag behind other countries.

There are several possible factors associated with low teacher creativity. Several previous studies have been conducted in various places about creativity. Research conducted by Sugiono (2018) concluded that there is a significant influence between teacher perceptions of principal leadership on teacher creativity ($r = 0.739$, $p < 0.001$). Furthermore, Emi Sukmayanti, Nandang Hidayat, and Herfina (2021) found that 1) there is a positive relationship between visionary leadership and teacher creativity ($ry1 = 0.754$; sig $0.000 < 0.01$). 2) there is a positive relationship between work motivation and teacher creativity ($ry2 = 0.921$; sig $0.000 < 0.01$).

Maria Oryza Yuka, Martin, Suryadi (2020) in their research found a direct and significant effect of intrinsic motivation on creativity ($t = 2.498$; $p < 0.05$).Dzul Qarnaen Darma, Didik Notosugjono, Herfina (2021) in their research found that 1) there is a positive and very significant relationship between visionary leadership and teacher creativity ($ry2$) of 0.729.2) There is a positive and very significant relationship between self-efficacy and teacher creativity ($ry3$) of 0.772.

Ocak et al. (2022) concluded that there is a positive relationship between organizational culture and teacher creativity (correlation coefficient $ry1 = 0.661$), there is a positive relationship between self-efficacy and teacher creativity (correlation coefficient $ry2 = 0.609$). In previous research, as stated above, although there are some similarities in the variables analyzed, there are differences in determining the indicators of these variables based on the theoretical basis used in the research.

Based on the background of the problem as described above, it is necessary to examine teacher creativity if it is related to the factors that influence it. Based on this phenomenon, this research is entitled "Increasing Teacher Creativity through Principal Visionary Leadership, Self-Efficacy, Organizational Culture and Work Motivation (Path Analysis and Sitorem Analysis Research on Civil Servant Teachers of State Junior High Schools in East Jakarta Region II)".

Literature Review
1. Teacher's Creativity (Y)
Valverde-Berrocoso et al. (2020), strengthens teacher creativity is the actualization of ideas owned to explore potential in the form of happy actions to learn new things poured in the form of flexible thinking through great curiosity both creating a varied classroom environment and solving problems so as to produce useful work with the following indicators: (1) Learning new things, (2) Flexible thinking, (3) Great curiosity, (4) Classroom environment, and (5) Problem solving.

Allen et al. (2020), teacher creativity is a teacher's action to produce something different, both in the form of ideas and real work, both in new work and combinations with existing things, all of which are relatively different from what has existed before. The indicators of teacher creativity are 1) Fluency, fluency and readiness to produce many ideas, 2) Flexibility, using various approaches in solving problems, 3) Elaboration, doing things in detail in detail, 4) Redifinition, reflection and reformulating boundaries by looking from another angle.

According to Ilhan & Bardakcı (2020) ,creativity results in the generation of new ideas or unique approaches to solving work problems and exploiting work opportunities. New and fresh solutions and ideas require several stages. These stages consist of five stages including the following: 1) preparation stage, 2) concentration stage, 3) incubation stage, 4) illumination stage, and 5) verification stage. The preparation stage is the stage when a person gets based on his experience facing the complexity of life. The concentration stage is the stage of defining the problem and framing the problem so that several alternative solutions to the problem are produced. The incubation stage that a person views this problem from a different perspective so that different thoughts are produced from the thoughts that are usually made. Illumination stage as a stage of solving problems based on new and fresh thoughts. The verification stage as a stage of checking whether the problem has been solved or not.

Nguyen & Springer (2023), Creativity is the ability to apply knowledge to solve a problem and innovation. Creativity does not always consist of new ideas and can be about conveying existing knowledge for new solutions and putting them into a different framework or can be related to related methods that have not existed before. Creativity is one of the most important goals of education and the most important task of educational organizations. In developing and intensifying creativity in educational organizations, creative and innovative management is the most effective factor because the principal's attitude and ideas towards creativity and innovation in self and organization can turn the educational environment into a center of change and innovation. The things that become indicators are: 1) knowledge, 2) skills, 3) resource utilization, and 4) experience.

From several theories related to creativity above, it can be synthesized that what is meant by creativity is a person's behavior to realize accepting 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 process that distinguishes the achievements of everyone in the organization. The indicators of creativity are 1) Openness to accepting new ideas, 2) Problem solving, 3) Discovery of something new, 4) having confidence in work, and 5) producing new products.

2. The Substances of Principal's Visionary Leadership (X1)

Gibbs & Miller (2014) in their research synthesis define the visionary leadership of school principals as the behavior of school principals in sparking an idea or idea of school vision to formulate school goals that are aspired to through the process of creating and formulating a vision, transforming the vision and implementing ideal ideas that must be realized through the commitment of all personnel. Vision is a force for change that encourages the process of exploding creativity through the integration and synergy of various expertise of the people in the organization. This vision is what always encourages the organization to grow learn and develop in maintaining its life. Furthermore, Makhrus, et al. (2022: 20) said that the visionary leadership of school principals can be measured using indicators, namely: 1) Readiness to face challenges; 2) Agent of Change; 3) Motivating Employees; and 4) Creating partnerships.

Obsuth et al. (2023) define visionary leadership of school principals as the behavior of school principals who are oriented towards achieving a vision and can formulate missions, think creatively, and quickly answer the challenges faced. Visionary leaders will articulate a goal that for them is a true goal and aligns with the shared values of the people they lead. Because they believe in that vision, they can guide people towards it firmly. Visionary leadership can sense change in others and understanding their point of view means that a leader can articulate a truly inspiring vision. The indicators of the principal's visionary leadership are: a) Communication of vision, b) Creative thinking, c) Reacting appropriately to all threats and opportunities, d) Mission formulation, and e) Insight.

According to Andreasen Lysgaard & Simovska (2016) visionary leadership is a form of transformational leadership that offers opportunities to increase organizational capacity to meet the needs of its constituents. Visionary leadership can also be interpreted as the ability to create and articulate a clear vision, giving meaning and purpose to the work of an organization. Visionary leaders develop their personal vision and then incorporate it into a shared vision with team members. Nanus in (Herminingsih et al., 2020: 137) There are four roles that visionary leaders must play in leading, namely: 1) As a direction setter. This is a role where a leader presents a vision, convinces the organization's views or targets, must be achieved in the future, and involves people. For leadership experts, this is an essential part of leadership. As a set of directions, a leader provides a vision, communicates it, motivates employees and colleagues, and convinces people that what is being done is the right thing, and supports participation at all levels and stages of future endeavors. 2) As a change agent, is an important role for both visionary leaders. In the context of change, the external environment is at the center. Economic, social, technological, and political changes occur continuously, some dramatic and others resting slowly. 3) As a spokesperson, where receiving messages and speaking out

From the description above, it can be synthesized that the visionary leadership of the principal is an action taken by the principal to influence and move others to achieve certain goals in an organization, empower human resources to achieve goals according to the situation, improve performance capabilities, manage managerial, improve competencies under expectations and needs that develop dynamically and lead to the future. The indicators used to measure visionary leadership are 1) effective communication, 2) understanding the external environment and reacting quickly, 3) forming organizational practices, procedures, products, and services, and 4) creating a vision.

3. The Substances of Self-efficacy (X2)

Garvis & Pendergast (2016), Self-efficacy is a feeling, belief, perception, or belief that a person has who is emotionally able to act/overcome something to achieve goals and produce something profitable. The indicators include: (1) Magnitude (level) is related to the degree of difficulty of the task, (2) Generality is related to individual mastery of the field or task being worked on, (3) Strength is related to the level of strength or stability of a person's beliefs, (4) Past Performance is related to new things that employees receive as a result of accumulated previous performance, (5) Vicarious Experience is related to the perceived success of both coworkers and company success, (6) Verbal Persuasion is related to the perceived attitude or communication style of the leader or boss, (7) Emotional Cues related to the emotional attitude felt at work.

Strahan née Brown et al. (2019) Self-efficacy is an individual's belief in performing tasks, achieving goals, producing something, and implementing actions to achieve certain successes. The indicators of self-efficacy are: as follows: 1) Magnitude, is the level of individual confidence that the difficulties and difficulties of the task can be overcome, with indicators: a) Survive in the face of difficulties b) Goal setting; 2) strength, individual confidence in completing various components of the task or at various levels of difficulty, with indicators: a) Confidence in oneself to work well b) Willingness to do self-development; and 3) Generality is the extent to which individual beliefs affect other tasks or domains, with indicators: a) Optimism at work, b) Encouragement and enthusiasm at work.

Based on the theories above, it can be synthesized that what is meant by self-efficacy is an individual's belief in the ability to do complicated tasks, motivate themselves, solve problems to the maximum, and be able to adapt to achieve organizational success. The indicators used to measure self-efficacy are 1) belief that you can complete difficult tasks, 2) belief in achieving success, 3) belief in your abilities, 4) persistence in facing challenges, and 5) commitment to goals.

4. The Substances of Organizational Culture (X3)

Christensen et al. (2020) define Organizational culture in this study is the values, principles, norms, traditions, and ways of working that become the reference of the organization and are shared with its members, lasting a long time and continuously so that it appears that the

organization has a certain way of doing its job. The indicators of organizational culture are: 1) Real behavior patterns; 2) Beliefs at work; 3) Values adopted; 4) Agreed norms; 5) Communication patterns and 6) Relationships between individuals.

Tucker dkk. (1996) define organizational culture is a pattern of basic assumptions and meaning systems that are held together in an organization, which is based on an understanding of values, and norms that are important in directing behavior to overcome problems of external adaptation and internal integration. Organizational culture is a characteristic of an organization and at the same time distinguishes one organization from another. Organizational culture is considered to be the social glue that binds the members of an organization together. The factors related to the definition are: with several dimensions and indicators, among others: a. Dimensions of behavior patterns with indicators: 1) respectful behavior of fellow members of the organization and 2) work behavior of members of the organization; b. Dimensions of values with indicators: 1) Orientation to work and 2) compliance with regulations; and c. The dimensions of the basic assumption patterns with indicators: 1) relationships with the environment and 2) relationships between individuals.

Greenberg (2011) asserts that organizational culture is a system of shared meanings adopted by its members, influencing and directing their behavior, and differentiating the organization from other organizations. The dimensions of organizational culture are, 1) innovation dimension, with indicators; a) experimenting, b) looking for opportunities, 2) stability dimension, with indicators; a) security, b) rule-oriented, 3) respect for people, with indicators; a) doing justice, b) tolerance. 4) dimension orientation on results with indicators; a) action achievement, b) high expectations, 5) dimension of attention to detail, with indicators; a) precise, b) analytical, 6) dimension of orientation in the team, with indicators; a) collaborative, b) people-oriented, 7) dimension of aggressiveness, with indicators; a) competitive, b) low emphasis on social responsibility.

Zelkowski et al. (2023) define organizational culture are the values, norms, beliefs, assumptions, principles, and traditions that influence the way members of the Organization Act, which are invented, created or developed by the organization to guide the behavior of members of the organization. Two important factors corroborate the definition: 1) values, the values adopted from the solutions that arise from an influential leader in the organization to solve organizational problems, and 2) assumptions, the core of culture that subconsciously guides behavior and decisions. By indicators: 1) symbols, which are objects, actions or events that serve to transmit the will of Culture, 2) stories, which are narratives based on real events and often repeated and shared between members of the Organization, 3) rituals, which are programmed routines of daily organizational life that dramatize organizational culture, 4) values, which are stable beliefs that guide the preferences of organization members to, that is, the beliefs that are held that serve as guides that guide the members of the organization in the face of certain situations, and in training new members how to behave, 6) assumptions, that is, the values that guide management policies and decision-making.

Based on the above theories, it can be synthesized that what is meant by organizational culture is a pattern of basic assumptions created, discovered or developed by a group of people that can be considered valid and taught to members of the organization to understand, think about and relate to the problem. The indicators used to measure organizational culture are: 1) school rules and policies, 2) the realization of the school's Mission, 3) school values, 4) Relationships between individuals, and 5) seriousness towards the achievement of organizational goals.

5. The Substances of Work Motivation (X4)

Veech (2017) work motivation is an energetic force or drive from within as well as outside the individual that encourages activity and gives strength that determines its purpose, intensity, and resilience to achieve certain goals. This situation then encourages teachers to continue to improve their work performance. This shows that motivation encourages increased work performance. The dimensions and indicators of teacher motivation area. Intrinsic dimension consisting of indicators: 1) Work Hard, 2) achievement of work Results, 3) success, b. The extrinsic dimension consists of indicators: 1) collaboration with personnel in the work environment, 2) appreciation of the environment, and 3) leadership support.

Su (2017) work motivation is the level of drive, desire, and impulse that grows in a person, both from within and outside him to do a job with high enthusiasm using all the abilities and skills possessed aimed at maximum achievement. The dimensions and indicators are: a. Dimensions of internal motivation are: 1) the desire to achieve achievement, 2) the desire to get recognition, 3) the desire to take responsibility, and 4) the desire to make progress. b. Dimensions of external motivation are 5) compensation, 6) Working Conditions, 7) status, and 8) organizational procedures.

Garcia et al. (2002) explained that work motivation is a motivation that comes from within (intrinsic) and from outside (extrinsic) that moves and directs the teacher's behavior in creating work excitement so that they are willing to cooperate and integrate with all their efforts to achieve satisfaction. The indicators of teacher motivation are (1) responsibility in carrying out work, (2) pride in work, (3) achievements achieved, (4) obtaining recognition, and (5) opportunities to progress.

From the above theories, it can be inferred that work motivation is a push both from within (intrinsic) and from outside (extrinsic) to improve, exert potential, and control the power to determine the direction of work and bring up work responsibilities. The indicators are intrinsic motivation and extrinsic motivation. Intrinsic indicators consist of sub-indicators: 1) the desire to succeed; 2) the desire to get recognition; and 3) determining the direction of one's work. Extrinsic motivation indicators consist of two sub-indicators: 1) environmental appreciation and 2) the creation of conducive working conditions.

6. The Substances of Path Analysis

The path analysis technique, as described by Chen et al.(2024), developed by Sewal Wright in 1934, is actually a development of correlation that is decomposed into several interpretations of the consequences. Sewall Wright is a geneticist who developed path analysis to make a hypothetical study of causal relationships using correlation. Further, path analysis is closely related to multiple regression; in other words, multiple regression is a specific form of path analysis. This technique is also known as causal modeling. This name is based on the fact that path analysis allows users to test theoretical propositions regarding cause-and-effect relationships without manipulating variables. Manipulating variables means giving treatment to certain variables in the measurement. The basic assumption of this model is that some variables actually have a very close relationship with each other.

According to Chen et al. (2024) the path analysis technique developed by Sewall Right is actually the development of correlation techniques that are decomposed into several interpretations of the consequences. Path analysis is closely related to multiple regression, so multiple regression is a special form of path analysis. This technique is known as causal modeling. This name is based on the fact that path analysis allows researchers to test theoretical propositions regarding causal relationships without manipulating variables.

Statistical analysis states that for the purpose of forecasting or predicting the value of the dependent variable on the basis of the values of the independent variable, the appropriate relationship pattern is the regression relationship pattern. Path analysis is used to analyze the pattern of relationships between variables in order to determine the direct and indirect influence of a set of independent variables (exogenous) on a dependent variable (endogenous).

According to Sugiyono (2019) path analysis is part of the regression model that can be used to analyze the causal relationship between one variable and another. Path analysis is used using correlation, regression, and path so that it can be known to arrive at the intervening variables. The opinion of Riduwan and Kuncoro (2014: 2) is that the path analysis model is used to analyze the pattern of relationships between variables in order to determine the direct or indirect influence of a set of independent variables (exogenous) on the dependent variable (endogenous). The benefits of path analysis include the following: a) For an explanation of the phenomenon studied or the problem under study, b) Prediction of endogenous variable (Y) value based on exogenous variable (X) value, c) The determinant factor is the determination of which of the independent variables has the most dominant effect on the dependent variable. It can also be used to trace the mechanisms (pathways) of the influence of the independent variable on the dependent variable.

7. **The Substances of Sitorem Analysis**

SYTOREM stands for" Scientific Identification Theory to Conduct Operation Research in Education Management," which in general can be interpreted as a scientific method used to identify variables (theory) to carry out" research" in the field of education management (Hidayat et al., 2020).

In the context of correlational studies and path analysis, SYTOREM is used as a method: to perform: 1) Identify the strength of the relationship between the independent variable and the dependent variable., 2) Analysis of the value of research results for each indicator variable, 3) Analysis of the weight of each indicator of each variable based on the criteria of "cost, benefit, urgency, and importance (Djami et al., 2019).

Based on the identification of the strength of the relationship between the variables of the study and the weight of each indicator of the independent variable that has the largest contribution, it can be arranged in order of priority indicators that need to be improved immediately and that need to be maintained.

Analysis of the value of research results for each indicator of research variables calculated from the average score of each indicator of each research variable. The average score of each indicator is a description of the actual condition of these indicators from the point of view of the research subjects.

The use of CYTOREM analysis in dissertation research is carried out through the following stages: 1) contribution analysis; 2) analysis of indicators of research variables; 3) analysis of weights of indicators of research variables; and 4) analysis.

Research Methods

This study was conducted on teachers of SMP Negeri in Region II East Jakarta. The study period lasted twenty months. The preparation of research proposals and instruments will be carried out from August 2022 to June 2023, while data collection and preparation of research reports will be carried out from August 2023 to November 2023. This study was conducted using a survey method with a path analysis approach. The way to collect the necessary data in this study is through questionnaires and tests that have been prepared in advance to assess the relationship between research variables as well as measure the influence of one variable on other variables. In this study, there are five variables that will be studied, namely the visionary leadership of the principal (X1), self-efficacy (X2), organizational culture (X3), work motivation (X4), and teacher creativity (Y).

Sugiyono (2018) explains that population is a generalization area that includes objects/subjects that have certain qualities and characteristics and are defined by researchers tobe studied and conclusions drawn. The population in this study is the number of Junior High School Office of the Ministry ofReligion of East Jakarta City. The number of Private MTs in the Central Jakarta Region is 9 madrasas spread across 6 sub-districts totaling 172. The sampling technique in this study used proportional random sampling. In determining the number of samples, the Yamane formula was used with a margin of error of 5%.

The measurement technique that will be implemented in this study is the rating scale technique, where the preparation is in the form of statement items from each indicator in the research variable, followed by five responses that indicate the level of the respondent's attitude scale. The population in this study was all state junior high school teachers in Region II of East Jakarta who had the status of civil servants, and based on data from the East Jakarta City Education Office in 2022, there were 1,879 teachers spread across 5 districts and 50 schools. From the size of the area, it was then divided into 3 districts, which include Pasar Rebo District, Ciracas District, and Cipayung District, each of which is 50% of the number of existing schools. The total population is affordable; there are 667 civil servant teachers from 18 schools spread across 3 districts. The target population is civil servant teachers who have worked between 3 and

15 years, as many as 343. The sampling technique used in this study is proportional random sampling, which takes a random sample of the population in proportion. The measurement of both variables was carried out with a questionnaire, and the value or score was obtained using a rating scale in the form of a scale with five choices and consisting of 40 items of statements, and each item had five alternative answers, namely always, often, sometimes, never and never. The scores of each answer for a positive statement were always (score 5), often (score 4), sometimes (score 3), never (score 2), and never (score 1). While the scores for negative statements are always (score 1), often (score 2), sometimes (score 3), never (score 4), and never (score 5).The measurement is done with a questionnaire, and a value or score is obtained using a rating scale in the form of a scale with five choices and consisting of 40 statements. Each item has five alternative answers, namely always, often, sometimes, never, and never. The scores of each answer for a positive statement were always (score 5), often (score 4), sometimes (score 3), never (score 2), and never (score 1). While the scores for negative statements are always (score 1), often (score 2), sometimes (score 3), never (score 4), and never (score 5).

This research used a combination research method between Quantitative Research and SITOREM Analysis. The flow of this combined research methodology uses a quantitative research flow which is analyzed using SITOREM analysis. As revealed by Djami et al. (2019),for operations research in education management, we need to add the scientific identification theory mentioned above with a statistical model and steps to obtain an optimal solution. Identification theory mentioned above with statistical models and steps to get the optimal solution).
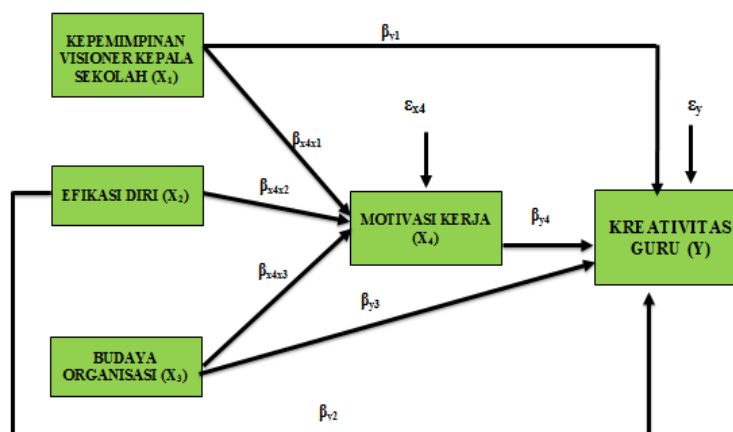

Figure 1. research hypothesis

Research Result

The data were obtained by measuring the variables of teacher creativity, visionary leadership of principals, self-efficacy, organizational culture, and work motivation based on the responses of respondents to the items of the instruments of these variables. Data was collected from a sample of 185 state junior high school teachers in Region II of East Jakarta.

Relation Path Models between Variabels on Substructure 1

The relationship model between variables in substructure 1 consists of one endogenous variable, namely teacher creativity (Y), four exogenous variables, namely principal visionary leadership (X1), self-efficacy (X2), organizational culture (X3), and work motivation (X4), and one residual variable, namely e5. Based on this relationship, the path model for substructure-1 is as follows:

$Y = ßy1X1 + ßy2X2 + ßy3X3 + ßy4X4 + e5$

The result of the calculation through SPSS obtained from the path coefficient or standard coefficient (beta) on substructure -1 can be presented in the following table and figure:

Table 1. Relation Path Models on Substructure 1
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	46,413	3,953		11,742	,000
1 Visioner Leadership	,079	,040	,110	1,965	,051
Self-efficacy	,095	,055	,127	1,741	,083
Organizational Cul.	,441	,051	,579	8,615	,000
Work Motivation	,100	,049	,124	2,039	,043

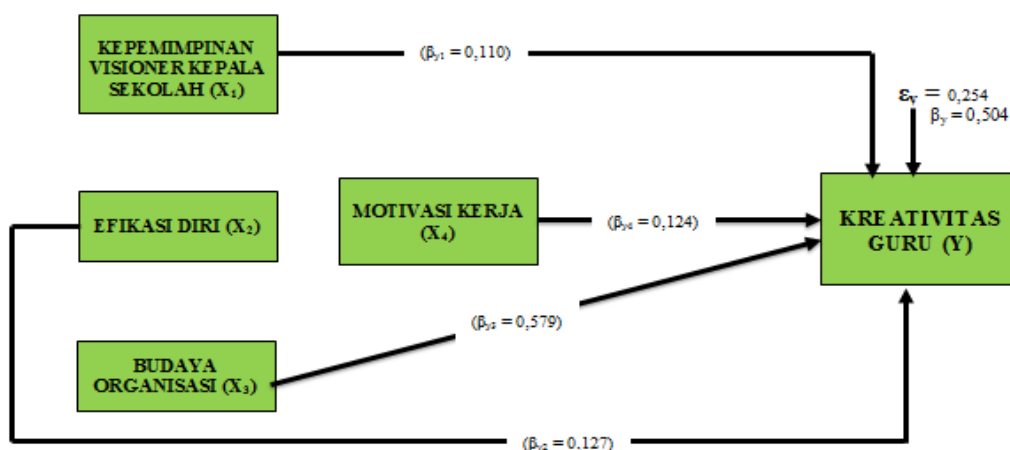a. Dependent Variable: Teacher's Creativity

Figure 2. Substructural Model

Relation Path Models between Variabels on Substructure 2

The relationship Model between variables in substructure-2 consists of one endogenous variable, namely: work motivation (X4) and three exogenous variables, namely principal visionary leadership (X1), self-efficacy (X2), and organizational culture (X3) and one residual variable, namely e4. Based on this relationship, the path model on substructure-2, is as follows :

X3 = ß41X1 + ß42X2 + ß43X3 + e4

The result of calculation through SPSS obtained path coefficient or standard coefficient (beta) on substructure-2 can be presented in the following table and figure:

Table 1. Relation Path Models on Substructure 2
Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	29,836	5,545		5,381	,000
1 Visioner Leader.	,163	,059	,183	2,743	,007
Self-Efficacy	,482	,074	,518	6,474	,000

Organan. Cul.	,143	,077	,152	1,871	,063

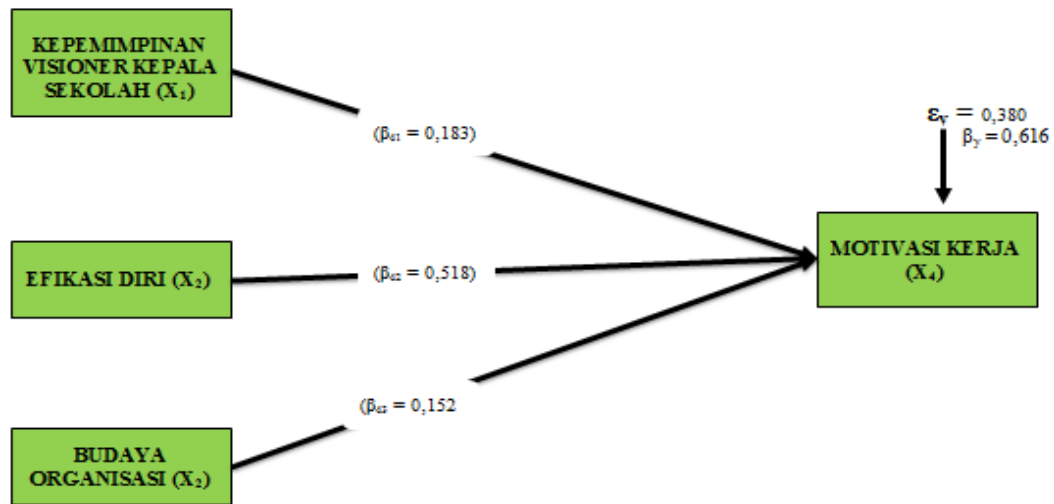a. Dependent Variable: Work Motivation

Figure 3. Substructural Model 2

If combined between substructural model 1 and substructural model 2, then it can be seen in the following figure:

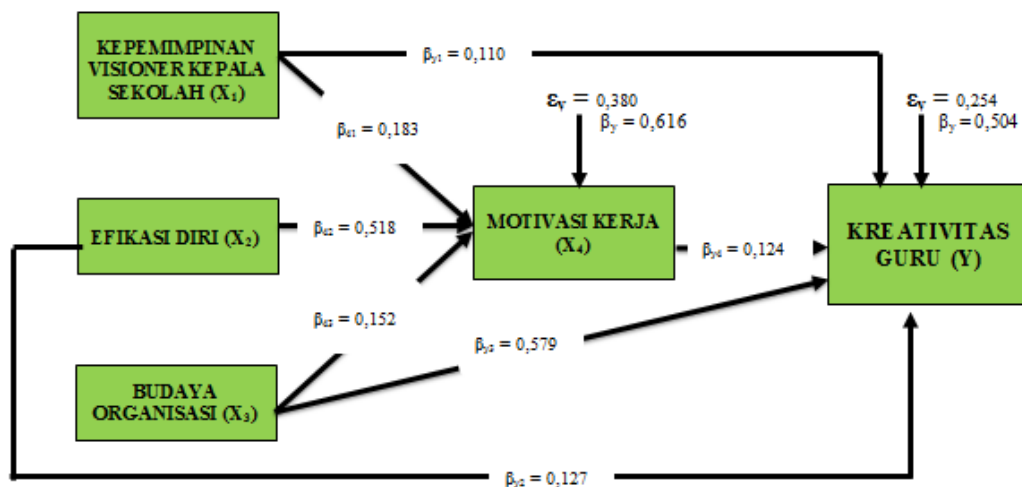Figure 4. Combined substructure models

Calculation of Direct and Indirect Impact between Variables

After testing the hypothesis, further identify and calculate the direct and indirect influence between variables. The magnitude of direct and indirect influence is obtained from the path coefficient and the correlation coefficient. The sum of the direct and indirect effects is called the total influence.

[1] Direct and indirect influence on teacher creativity (Y)

Variabel	Influence		Influence Total
	Direct to Teachers Creativity (Y)	Indirect to Teachers Creativity (X_4)	
Principal's Visionary Leadership (X1)	0,110	0,023	0,133
Self-efficacy (X2)	0,127	0,064	0,191
Organizational Culture (X3)	0,579	0,019	0,598
Work Motivation (X_4)	0,124	-	0,124

Table 2. Direct and indirect influence on teacher creativity (Y)

From the calculation results, The direct influence of the principal's visionary leadership (X1) on teacher creativity (Y) was 0.110. While the indirect influence of the principal's visionary leadership (X1) on teacher creativity (Y) through work motivation (X4) is 0.023, the total influence of the principal's visionary leadership (X1) on teacher creativity (Y) is 0.133. This means that the value of direct influence is higher than the value of indirect influence. This result shows that indirectly, the visionary leadership of the principal (X1) affects the creativity of teachers (Y).

From the calculation results, The direct effect of self-efficacy (X2) on teacher creativity (Y) of 0.127. While the indirect effect of self-efficacy (X2) on teacher creativity (Y) through work motivation (X4) is 0.064, the total effect of self-efficacy (X2) on teacher creativity (Y) is 0.191. This means that the value of direct influence is higher than the value of indirect influence. This result shows that indirectly, self-efficacy (X2) has a significant effect on teacher creativity (Y).

From the calculation results, The direct influence of organizational culture (X3) on teacher creativity (Y) is 0.579. While the indirect influence of organizational culture (X3) on teacher creativity (Y) through work motivation (X4) is 0.019, the total influence of organizational culture (X3) on teacher creativity (Y) is 0.598. This means that the value of direct influence is higher than the value of indirect influence. This result shows that indirectly, organizational culture (X3) has a significant effect on teacher creativity (Y). The direct influence of work motivation (X4) on teacher creativity (Y) is 0.124

[2] Direct and indirect influence on teacher creativity (Y)

Variable	Direct
Principal's Visionary Leadership (X1)	0,183
Self-efficacy (X2)	0,518
Organizational Culture (X3)	0,152

Table 3. Direct influence on work motivation (X4)

The direct positive influence of trust (X2) on organizational citizenship behavior (Y) From the calculation results, the path coefficient value ($\beta y2$) = 0.153, with t-count =1.152, while t-table at the real level α = 0.05, t-table = 3.859, then t-count > t-table meansthat Ho is rejected and H1 is accepted. Thus, there is a direct positive influence of thetrust variable (X2) on organizational citizenship behavior (Y), meaning that stronger trust(X2) in individual teachers will increase the organizational citizenship behavior (Y) ofindividual teachers at Private Tsanawiyah Madrasah in Jakarta Center.

Hypothesis Testing

After the structural model examination has carried out, the calculations are utilized to test the theory to decide the coordinate and backhanded impacts between factors. The proposed speculation is concluded by calculating the way coefficient esteem and noteworthiness for each way examined. The comes about of choices with respect to all proposed theories can be clarified as follows:

[1] The direct influence of principal's visionary leadership (X1) on teacher creativity (Y)

From the results of the calculation, the value of the coefficient of the line (y1) = 0,110 with t test = 1,965, while sig. 0,051 means according to the test criteria of rejection Ho and receipt H1. Thus, there is a direct positive influence of principal's visionary leadership (X1) on teacher creativity (Y) in the secondary school of the State of East Jakarta Region II.

[2] The direct influence of self-efficacy (X2) on teacher creativity (Y)

From the results of the calculation, the value of the coefficient of the line (y2) = 0,127, with t test = 1.741, while sig. 0,083 means that according to the test criteria of accepting Ho and rejecting H1, Thus, there is no direct positive influence of the self-efficacyvariable (X2) on the creativity of the teacher (Y). This means that the higher the self-efficacy (X2), the teacher will not necessarily increase the teacher creativity (Y) in the secondary school of the State of East Jakarta Region II.

[3] The direct influence of organizational culture (X3) on teacher creativity (Y)

From the results of the calculation, the value of line coefficient (y3) = 0,579 with t test = 8,615, while sig. 0,000 means according to the test criteria of rejection Ho and receipt H1. Thus, there is a direct positive influence of the cultural variables of the organization (X3) on the creativity of the teacher (Y). This means that the stronger organizational culture (X3), on the individual teacher, will increase the teacher creativity (Y) in the secondary school of the State of East Jakarta Region II.

[4] The direct influence of work motivation (X4) on teacher creativity (Y)

From the results of the calculation, the value of the coefficient line (y4) = 0,124 with t test = 2,039, while sig. 0,043 means according to the test criteria of rejection Ho and reception H1. Thus, there is a direct positive influence of the work motivation variable (X4) on teacher creativity (Y). This means that the stronger the motivation of the individual teacher (X4), the greater teacher creativity (Y) in the secondary school of the State of East Jakarta Region II.

[5] The direct influence of principal's visionary leadership (X1) on the work motivation (X4)

From the results of the calculation, the value of line coefficient (41) = 0,183 with t test = 2,743, while sig. 0,007 means according to the test criteria of Ho rebound and H1 reception. Thus, there is a direct positive influence of principal's visionary leadership (X1) on the work motivation (X4). This means that the better principal's visionary leadership (X1) on teachers will

increase the work motivation (X4) of the teacher of the secondary school in the State of East Jakarta Region II.

[6]   The direct influence of self-efficacy (X2) on work motivation (X4)
          From the results of the calculation obtained, the value of line coefficient (42) = 0.518 with t test = 6,474, while sig. 0,000 means according to the test criteria of rejection Ho and receipt H1. Thus, there is a direct positive influence of the self-efficacy variable (X2) on the motivation of work (X4). This means that the higher self-efficacy (X2) of the individual teacher will increase the work motivation (X4) of the teacher of secondary education in the State of East Jakarta Region II.

[7]   The direct influence of organizational culture (X3) on work motivation (X4)
          From the results of the calculation, the value of the coefficient line (43) = 0,152 with t test = 1,871, while sig. 0,063 means, according to the test criteria, accepting Ho and rejecting H1. Thus, there is no direct positive influence of organizational culture variable (X3) on work motivation (X4) of the teacher of secondary education in the State of East Jakarta Region II.

[8]   The positive influence of principal's visionary leadership variable (X1) on teacher creativity (Y) through work motivation (X4)
          From the calculations obtained the direct influence of principal's visionary leadership (X1) on the creativity of the teacher (Y) of 0.110. Whereas the indirect influence on the creative of the leader (X1), through the motivation of the work (X4) is 0.023, so that the total impact of the leadership visionary of the Head of School (X1), on the teacher's creativity (Y), is 0.133. This means that the value of the direct impact is higher than the implicit influence value, this result shows that indirectly on principal's visionary leadership (X1) influences on teacher creativity (Y).
          Based on the results of the calculation Sobel Test showed thitung value of 1,576. (Calculation see Appendix 11) whereas the value of the table of α = 0.05 is 1,645, so thitung > ttable (1,649 > 1,645). Thus, it can be concluded that the work motivation variable is unable to mediate the influence of the visionary leadership variable of the head of school on teacher creativity.

[9]   The positive influence of self-effiicacy variable (X2) on teacher creativity (Y) through work motivation (X4).
          From the results of the calculation obtained the direct effect of self-efficiency (X2) on the creativity of the teacher (Y) of 0.127. Whereas the indirect influence of self - effectiveness (X2), on creativity (Y), through work motivation (X4) of 0.064, so that the total effect of the self efficiency (X2) on teacher's creativity(Y) is 0.191. This means direct influence is higher than indirect influence, this result shows that indirectly self-effectiveness (X2) has a significant influence on teacher creativity (Y). Based on the results of the calculation Sobel Test showed thitung value of 4,662. (Calculation see Appendix 11) whereas the value of the table of α = 0,05 is 1,645, so thitung > table (4,662 > 1,645). Thus it can be concluded that the work motivation variable is able to mediate the influence of the self-efficiency variable on teacher creativity.

[10] The positive influence of organizational cultural variable (X3) on teacher creativity (Y) through work motivation (X4)
          From the calculation results obtained the direct influence of organizational culture (X3) on the creativity of teachers (Y) of 0.579. Whereas the indirect impact of organization culture (X3) on teacher creativity (y) through the work motivation (X4) of 0.019, so the total impact of organizational cultural (X3) on teacher's creativity(Y) is 0.598. This means the value of the direct

impact is higher than the indirecte influence value, this result shows that indirectly the organization culture(X3) has a significant influence on teachers' creativity. (Y). Based on the results of the calculation Sobel Test showed thitung value of 1,292. (Calculation see Appendix 11) whereas the value of the table of α = 0,05 is 1,645, so thitung < ttable (1,292 < 1,645). Thus, it can be concluded that the work motivation variable is unable to mediate the influence of the organizational cultural variable on teacher creativity.

Sitorem Analysis Result

[1]   Analysis of Variable Correlation Contribution and Coefficient of Determination

Table 4. Analysis of Determining Cytorem Analysis
Results and Determining Actions

PRINCIPAL VISIONARY LEADERSHIP ry1 = 0.680 Rank 4		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Communicate effectively	1st. Communicate effectively (27.27%)	4,091
2. Environmental understanding	2nd. Environmental understanding (25.46%)	3,460
3. Organizational practices	3rd. Creation of vision (25.45%)	2,816
4. Creation of vision	4th. Organizational practices (21.82%)	3,402
SELF EFFICACY ry2 = 0.761 Rank 2		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Complete the task	1st. Completing assignments (22.67%)	3,026
2. Achieve success	2nd. Possessed abilities (21.33%)	4,035
3. Possessed abilities	3rd. Achieving success (20.00%)	2,850
4. Be persistent	4th. Persistent (18.67%)	3,601
5. Commitment	5th. Commitment (17.33%)	3,119
ORGANIZATIONAL CULTURE ry3 = 0.844 Rank 1		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. School rules	1st School grades (21.21%)	3,111
2. School mission	2nd Goal achievement (21.21%)	4,168
3. School grades	3rd School rules (19.70%)	3,177
4. Individual relationships	4th Individual relationships (19.70%)	4,186
5. Achievement of goals	5th School mission (18.18%)	2,791
WORK MOTIVATION ry4 = 0.694 Rank 3		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Desire to succeed	1st Desire to succeed. (21.13%)	2,600
2. Recognition	2nd Working conditions (21.12%)	3,547
3. Self-direction in work.	3rd Recognition (19.72%)	3,300

| 4. Environmental appreciation | 4th Environmental awards (19.72%) . | 4,327 |
| 5. Working conditions | 5th Self-direction at work (18.31%) . | 3,768 |

TEACHER CREATIVITY		
Early Indicators	Indicators After Expert Assessment	Indicator Value
1. Openness to receive new ideas 2. Problem solving 3. New discoveries 4. Have confidence in your work 5. Produce new products	1st. Openness to accepting new ideas (21.74%) 2nd. Produce new products (21.74%) 3rd. New discoveries (20.29%) 4th. Have confidence in work (18.84%) 5th. Problem solving (17.39%)	4,158 3,526 3,666 3,388 3,656

Table 4. Analysis of Determining Cytorem Analysis
Results and Determining Actions

Priority order of indicators to be improved		Maintained/developed indicators
1st School grades	12rd Environmental understanding	1. Goal creation
2nd. School rules	13rd Creation of vision	2. Relationships between individuals
3rd School mission	14th Organizational practices	3. Possessed abilities
4th Complete the task	15rd Produce new products	4. Environmental awards
5rd Achieve success	16rd New discoveries	5. Effective communication
6th Persistent	17rd Have confidence in work	6. Openness to accepting new ideas
7th Commitment	18rd Problem solving	

8rd Wish succeeded		
9rd Working conditions		
10th Confession		
11rd Self-direction at work		

Conclusion

After conducting a quantitative research phase through the process of data processing results analysis, statistical calculations, hypothesis testing, and interpretation of the results of the research, then continuing with the analysis of SITOREM, the research on the influence of the visionary leadership of the head of the school, self-effectiveness, organizational culture, and the motivation to work on the creativity of the teachers of secondary schools in the State Region II East Jakarta resulted in a detailed conclusion as follows.

Based on the results of the analysis, discussion of research results, and hypotheses thathave been tested, it can be concluded as follows:

1. Teacher creativity can be increased through the principal's visionary leadership, self-efficacy, organizational culture and work motivation

2. How to prove the influence between variables is done using path analysis. The results of the analysis are as follows:

   - There is a direct positive influence of the principal's visionary leadership on teacher creativity with a value of $\beta y1 = 0.110$, so teacher creativity can be increased through strengthening the principal's visionary leadership applied by the principal to a teacher, which is manifested in effective communication, understanding the external environment and reacting quickly, the formation of organizational practices, procedures, products, and services, as well as the creation of a vision, the higher the teacher's creativity

   - There is no direct positive influence of self-efficacy on teacher creativity with a value of $\beta y2 = 0.127$, so teacher creativity cannot be increased through strengthening self-efficacy. The higher a teacher's self-efficacy, which is manifested in confidence in being able to complete tasks, confidence in achieving success, confidence in ability possessed, perseverance in facing challenges, and commitment to goals, it is not necessarily the case that the teacher's creativity will be higher.

   - There is a direct positive influence of organizational culture on teacher creativity with a value of $\beta y3 = 0.579$, so that teacher creativity can be increased through strengthening self-efficacy. The better a teacher's organizational culture is which is manifested in school rules and policies, the continuation of the school mission, school values, relationships between individuals, and seriousness towards achieving organizational goals, the higher the teacher's creativity

   - There is a direct positive influence of work motivation on teacher creativity with a value of $\beta y4 = 0.124$, so that teacher creativity can be increased through strengthening work motivation. the higher a teacher's work motivation, which is manifested from the desire to succeed, the desire to gain recognition, determine one's direction in work, environmental respect, and the creation of conducive working conditions, the higher the teacher's creativity.

   - There is a positive influence of the principal's visionary leadership on teacher work motivation with a value of $\beta 41 = 0.183$, so that the higher the visionary leadership applied by the principal to a teacher, which is manifested in effective communication, understanding the external environment and reacting quickly, the formation of organizational practices, procedures, products, and services, as well as creating a vision, the higher the teacher's work motivation

   - There is a positive influence of self-efficacy on teacher work motivation with a value of $\beta 42 = 0.518$, so that the better a teacher's self-efficacy is which is manifested in confidence in being able to complete tasks, confidence in achieving success, confidence in one's abilities, persistence in facing challenges, and commitment to goals, the higher the teacher's work motivation

   - There is no positive influence of organizational culture on teacher work motivation with a value of $\beta 43 = 0.152$, so the better a teacher's organizational culture is which is

manifested in school rules and policies, continuity of the school mission, school values, relationships between individuals, and seriousness towards achieving them, organizational goals, the higher the teacher's work motivation is, but not necessarily.

- The indirect influence value is less important than the direct influence value. These results indicate that the principal's visionary leadership indirectly influences teacher creativity. However, based on the Sobel test, the work motivation variable is not able to mediate the influence of the principal's visionary leadership variable on teacher creativity.
- The direct influence value is higher than the indirect influence value. This result shows that, indirectly, self-efficacy has a significant effect on teacher creativity. Based on the Sobel test, the work motivation variable can mediate the influence of the self-efficacy variable on teacher creativity.
- The direct influence value is higher than the indirect influence value. These results indicate that, indirectly, organizational culture has a significant effect on teacher creativity. Based on the Sobel test, work motivation variables are unable to mediate the influence of organizational culture variables on teacher creativity.

Implications

Based on the research conclusions above, the following implications can be drawn from this research:

1. This research has proven that the principal's visionary leadership variable has a direct, positive and significant effect on teacher creativity in state middle schools in Region II East Jakarta, so it is necessary to strengthen the principal's visionary leadership variable. This strengthening is carried out by improving indicators that are still weak, namely understanding the environment, creating a vision, establishing organizational practices, and maintaining effective communication.

2. This research has proven that organizational culture variables have a direct, positive and significant effect on teacher creativity in state middle schools in Region II East Jakarta, so it is necessary to strengthen organizational culture variables. This strengthening is carried out by improving indicators that are still weak, namely improving school values, school rules and policies, realizing the school's mission, and maintaining the achievement of school goals and individual relationships.

3. This research has proven that the work motivation variable has a direct positive and significant effect on teacher creativity in State Middle Schools in Region II East Jakarta, so it is necessary to strengthen the work motivation variable. This strengthening is carried out by improving weak indicators, namely the desire to succeed, creating conducive working conditions, the desire to gain recognition, determining one's own direction in work, and maintaining environmental respect.

4. This research has proven that the visionary leadership variable of school principals has a direct positive and significant effect on teacher work motivation in state middle schools in Region II East Jakarta, so it is necessary to strengthen the visionary leadership variable of school principals by maintaining effective communication indicators and improving indicators of understanding of the external environment. and reacting quickly, creating a vision, and establishing organizational practices can increase teacher motivation variables.

5. This research has proven that the self-efficacy variable has a direct positive and significant effect on teacher work motivation in State Middle Schools in Region II East Jakarta, so strengthening the self-efficacy variable by maintaining indicators of the abilities they have, as well as improving the indicators of confidence in being able to complete tasks, confidence in achieving success, persistence in facing challenges, and commitment to goals, can increase teacher work motivation variables.

Suggestion

School principals are advised to improve visionary leadership by improving their understanding of the external environment, creating a vision, establishing organizational practices, and maintaining effective communication. School principals are advised to strengthen organizational culture by paying attention to indicators that are still weak and improving school values, school rules, and school mission, as well as maintaining the achievement of individual goals and relationships. Principals are advised to increase teacher motivation by improving weak indicators of desire to succeed, working conditions, recognition, and self-direction in work, as well as maintaining environmental respect.

Teachers are advised to increase self-efficacy by paying attention to and improving indicators that are still weak, namely completing tasks, achieving success, being persistent and committed, and maintaining their abilities. Teachers are advised to increase work motivation by paying attention to and improving indicators that are still weak, namely the desire to succeed, working conditions, self-recognition and direction in work, and maintaining environmental appreciation.

It is recommended to encourage school principals and teachers to increase teacher creativity by strengthening the principal's visionary leadership, self-efficacy, organizational culture, and work motivation, according to the research results presented in accordance with the research results.

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