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IMPROVING CREATIVITY THROUGH STRENGTHENING
TRANSFORMATIONAL LEADERSHIP, SELF EFFICIENCY AND
ACHIEVEMENT MOTIVATION

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Abstract

This research was conducted on permanent lecturers at the Islamic Religious College private in Province Jambi. The research time includes the stages of research preparation, testing instruments, distributing questionnaires, collecting supporting data, analyzing data. The research method used is a survey method with a correlational approach. The research variables consisted of three independent variables, namely transformational leadership, self-efficacy, achievement motivation with the dependent variable, namely lecturer creativity.

Lecturer creativity is the manifestation of ideas expressed in the form of flexible lecture actions through a unique approach both individually and in groups that are open and resistant to solving problems so as to produce useful work. The indicators of lecturer creativity are: (1) Embodiment of ideas; (2) Flexibility; (3) unique approach; (4) The nature of openness; and (5) test resistance.

There is a positive and very significant relationship between transformational leadership, self-efficacy and achievement motivation together with creativity. The correlation coefficient value of r_{123} is 0.592 and the coefficient of determination r^2_{y123} is 0.351 which means that the contribution given by the variables of transformational leadership, self-efficacy and achievement motivation together to increase the creativity of lecturers is 35.1%. The regression equation of the relationship between transformational leadership, self-efficacy and achievement motivation together with lecturer creativity is $\hat{Y} = 31.867 + 0.314X_1 + 0.206X_2 + 0.267X_3$ which means 1 unit of increase provided by transformational leadership, self-efficacy and achievement motivation together -ama can increase the creativity of lecturers by 0.781.

1. Introduction

The role of higher education is very much needed to produce good quality human resources. In order for the role of higher education to be optimal, it requires lecturers of superior quality, which according to Milton Hildebrand and Kenneth Feldman are characterized: (a) Teaching styles that stimulate learning, (b) Ability to communicate clearly, (c) Mastering the course material they hold, (d)) Ready and organized, (e) Having dynamic enthusiasm, (f) having personal concern for students, (g) interaction skills, (h) Flexibility, creativity and openness, (i) Having a strong personality, (j) Commitment. Lecturers who have high creativity are more able to arouse students' enthusiasm in exploring the material. Creative learning techniques have an impact on students. Interactive learning methods, a comfortable place to study, and complete facilities in the laboratory will support the creation of competent scholars. So, lecturers must also be able to prepare modules that are easy to digest and provide interesting material.

The implication of this statement is that the creativity of lecturers is one of the factors that supports the achievement of educational goals in order to produce quality and competent graduates. If the creativity of the lecturer is not optimal, the learning process will feel monotonous so that students are less interested in the subject matter. This results in students being less focused on the learning process so that educational goals in producing quality graduates cannot be achieved (Maseleno et al., 2019).

Creativity is characterized by the activity of creating something that previously did not exist and was not done by a person or by a tendency to create something. In the learning process, creative lecturers will try to make interesting learning media, for example in the form of interactive presentation slides, or the use of other learning media that increase student tension and participation. Creative lecturers show an open and flexible attitude in discussions, accept differences of opinion so that students are eager to express their opinions. Creative lecturers show a high commitment to the optimality of learning activities, indicated by the readiness and mastery of qualified material, the breadth of teaching material references so that they can enrich interactions with students.

However, currently the condition of lecturers' creativity in the field is not as expected. This is known from the results of the initial survey conducted in October 2018 through a questionnaire distributed to 25 Private University Lecturers in Jambi, showing that: 56% of lecturers still have problems expressing their ideas, lecturers have not put their ideas into writing or in action; 64% of lecturers have problems in thinking flexibly, lecturers are still fixated on the old methods of delivering course material; 56% of lecturers who teach with normal standards; 60% of lecturers who do not want to be open in accepting new methods of teaching, 56% of lecturers who have problems trying new things. These findings indicate that the creativity of lecturers at the Islamic Religious College in Jambi Province is still not optimal.

It is assumed that the suboptimal condition of the lecturers' creativity can be improved by increasing several factors, including: self-efficacy, achievement motivation and being supported by the transformational leadership of the Head of the Study Program. In addition, intellectual intelligence, emotional intelligence and

lecturers 'knowledge of information and communication technology can be used as factors to increase lecturers' creativity. Creativity can also be influenced by the work environment such as organizational culture and organizational climate.

2. Theoretical review

A. Lecturer Creativity

Lecturer creativity is something a lecturer needs to have in dealing with a series of lecture processes, creativity for a lecturer is one of the basic assets for creating dynamic lecture conditions that will be faced with various learning problems through creative ideas

This is in line with Gibson et al (2012: 119-120) which states that creativity is the manifestation of superior ideas or ideas in the form of opportunities or business products. To realize these superior ideas, the following indicators are needed: (a) self-confidence in finding solutions to problems, (b) courage to act, (c) ingenuity in looking for new opportunities or ways, and (d) openness to other people's ideas. .

Colquitt et al (2011: 306-307) define creativity as the use of new ideas in working, solving problems and taking innovative actions. Factors that support creativity include: (a) Enjoy learning new things; (b) Seek to find opportunities or new, better ways of working; (c) Confidence in work; (d) Openness to accept new and better ideas.

A lecturer who hopes for success will always look for ways to be able to package things that are needed in the learning process starting from the initial, core and end of learning activities. Schermerhorn et al (2010: 222) explain that creativity is the process of generating bright ideas or unique approaches in solving problems or exploiting opportunities. The stages of forming creative thinking include: (a) preparation, problem recognition; (b) Concentration, problem framework; (c) Incubation; (d) Illumination or enlightenment for problem solving; (e) Verification, eliminating problems.

The implication of this theory is that a creative lecturer is required to have a stage of thought in verifying problems in the lecture process, being able to structure and classify problems so that methods can be found to solve problems.

Furthermore, Mihaly (2000: 28) suggests creativity as an action, idea or product that changes existing domains or transforms existing domains into new ones. In this case the class which is the background for learning activities will be interesting if (a) the lecturer creates a pleasant atmosphere, (b) the lecturer gives the opportunity to students to express their opinions related to lectures, (c) gives freedom to students to get learning resources from various media.

The definition of creativity put forward by Robert Sternberg, in Kaufman and Sternberg (2010: 11), states that creativity is the visualization and implementation of new ideas or new concepts or a combination of existing ideas or concepts so that they become more useful and useful. The indicators are: 1. able to describe ideas, 2. implement new ideas, 3. develop existing ideas, 4. Enjoy learning new things, 5. Open to accept new and better ideas. Based on this theory, creative lecturers can solve problems seen from various points of view as an experiment based on self-confidence and courage in taking risks for their solutions.

According to Slameto (2010: 145) creativity is the manifestation of something new in the form of ideas, actions or works that are different from existing ones and have various ways of dealing with problems. The indicators include: (a) a strong desire for curiosity; (b) being open to new experiences; (c) desire to discover or research; (d) have a passion for questions; (e) tends to seek broad and satisfying answers; and (f) think flexibly. Creative lecturers in carrying out their profession need to produce innovations in the form of ideas and works, therefore lecturers need to quickly analyze the development of the times so that they get contextual knowledge that will be included in learning during the lecture process.

Based on the theories that have been put forward previously, it can be synthesized that the creativity of lecturers is the manifestation of ideas expressed in the form of flexible lecture actions through unique approaches both individually and in groups that are open and resistant to solving problems so as to produce works that give benefits. The indicators of lecturer creativity are: (1) Embodiment of ideas; (2) Flexibility; (3) unique approach; (4) The nature of openness; and (5) test resistance.

B. Transformational leadership

The development of the study of leadership produces theories about various leadership styles. The achievement of the vision and goals of the organization is largely determined by the leadership style. A leader, like the principal, has a big responsibility in carrying out work. The success of leading depends on their behavior whether they are able to influence, empower and stimulate their members to work together to realize their organizational vision. Transformational leadership is a type or style of leadership that is thought to affect the creativity of its members.

Bass & Riggio (2006: 3-6) defines transformational leadership as behavior that stimulates and inspires followers to achieve results and in the process of developing their leadership abilities, the vision and goals given by their organization, challenges themselves to innovate, solve problems, and develop leadership abilities towards subordinates through direction, mentoring, and providing challenges and support. "Transformational leaders, on the other hand, are those who stimulate and inspire followers to both to achieve extraordinary outcomes and, in the process, develop their own leadership capacity". The dimensions and indicators are described below:

- a. Dimensions of ideal influence with indicators: 1) behavior and 2) traits.
- b. Inspirational motivation dimension with indicators: 1) enthusiasm and 2) optimism.
- c. Intellectual stimulation dimension with indicators: 1) innovative and 2) creative.
- d. Dimensions of individual attention with indicators: 1) achievement and 2) growth.

Yukl (2006: 251-254) states that transformational leadership is the behavior of a leader who is able to call for moral values to his followers in an

effort to increase their awareness of ethical issues and mobilize energy and resources to reform institutions. The factors related to the definition above are: 1) communicating vision, 2) expressiveness, 3) dare to take risks and sacrifice themselves, 4) communicating high expectations, 5) consistent behavior according to the vision, 6) managing the respect of subordinates for leadership, 7) building the existence of a group or organization, 8) empowering subordinates.

Based on the aforementioned theories, it can be synthesized that transformational leadership is the behavior of a leader who has intellectuality and concern for his followers so that it can stimulate and inspire followers to achieve organizational goals. The indicators are as follows: a) ideal influence, b) motivating inspiration, c) intellectual stimulation, d) individual / individual attention.

C. Self Efficacy

Bandura (2001: 78) states, self-efficacy is a person's belief in his ability to organize and carry out the actions needed to manage the situation. The indicators include: a) A person's belief in his capabilities; b) The ability of a person to organize and carry out an action to manage the situation; c) Completion of tasks / problems that are their responsibility.

The same thing is also stated by Wagner and Hollenback (2010: 93-94) Self-efficacy is an assessment made by a person about his ability to carry out a series of actions related to the particular situation he is facing. Reflects how much effort a person has and how strong a person's resistance is to face obstacles and pressure. Indicators of efficacy include: a) Assessment of one's own competence; b) The ability of a person to carry out a series of actions in dealing with situations; c) There is an effort someone does to overcome a certain situation and d) takes a series of actions to solve the problem.

According to Jeffrey (2013: 439) the belief that we are able to complete what has been determined. A person can increase self-efficacy by selecting tasks that are consistent with his interests and abilities, starting with small, clear and achievable targets, by meeting these challenges will increase self-confidence and encourage him to move forward to achieve more challenging targets. Disappointment is seen as something that can be used as a lesson, not a fatal mistake that cannot be corrected

Gibson et al (2012: 113-114) state that self-efficacy is a person's belief in his success in overcoming difficult situations. Efficacy has 3 dimensions, namely: a) Magnitude is the level of difficulty of a task or job that someone believes can be done well; b) Strength refers to the strength or weakness of a person's stance in relation to the task at hand; and c) Generality is the level of expectation a person sets in overcoming certain situations. This definition shows that self-efficacy has an influence on someone's performance. The stronger a person's efficacy, the completion of a task or challenge can be passed, this is due to the belief that gives birth to various ways to solve problems or tasks. In addition, self-efficacy can maximize one's creativity to find solutions to a problem.

Next, Santrock (2008: 244-255) states that self-efficacy is the belief that a person can control a situation and create positive results. Self-efficacy determines how a person behaves and deals with actions in a situation. Self-belief that he is able to control situations and belief that he is capable of producing something positive.

Based on the theories from experts, it can be synthesized that self-efficacy is the perception of a person in believing that he has more perseverance and effort so that he is able to face problems and complete his duties properly. The indicators are as follows: a) self-confidence; b) motivation in completing tasks; c) have perseverance; d) has more business; e) resilience in facing problems.

D. Achievement motivation

Lecturers who have high motivation tend to provide encouragement to create learning situations that are fun and interesting for their students. According to Harris (2002: 216-217) a person's high achievement motivation has the following specific criteria: (1) Likes situations that contain challenges; (2) Have a desire to get clear feedback on their performance; (3) Responsible personally for the performance achieved.

According to Hitt, Miller and Colella (2011: 178-179). Achievement motivation is the level of a person's desire to appear more than the existing standards and the desire to compete for success. A person who has achievement motivation, tries to do anything seriously to succeed in a competitive situation and is always prepared for all the possibilities that occur. In other words, achievement motivation is an impetus to work in order to achieve a high standard and achieve success in a competitive situation. A person with high achievement motivation has the following characteristics:

- a. Desire to complete work based on personal abilities.
- b. Setting goals with a moderate degree of difficulty.
- c. Take into account the risks in action.
- d. Desire to receive feedback on performance

According to Baron and Greenberg (2008: 151) achievement motivation is the strength of an individual's desire to excel, namely to succeed at difficult tasks and to do something better than others. The indicators of achievement motivation are as follows: (a) desire for achievement, (b) courage in facing difficulties, (c) desire to excel from others.

Based on the theories that have been described previously, it can be concluded that achievement motivation is a strong desire for a person to solve something difficult with the advantages he has so that it is achieved according to high standards. Indicators of achievement motivation include: (a) Competitiveness; (b) Strong impulse; (c) Excellence; (d) winning mentality; (e) Achievement of high standards.

3. Method

The research method used is a survey method with a correlational approach. The research variables consisted of three independent variables, namely transformational leadership, self-efficacy, achievement motivation with the dependent variable, namely lecturer creativity.

To obtain data in the field, a measuring instrument (instrument) in the form of a questionnaire was used which was arranged based on the indicators in the research variables. Primary data required data on self-efficacy, achievement motivation and transformational leadership, as well as lecturer creativity. The measurement technique that will be carried out is the Likert scale technique, where the arrangement is in the form of statement items from each indicator in the research variable and from each statement followed by 5 (five) responses indicating the scale level of the respondent's attitude.

This research will begin with the stage of making the instrument, followed by the stage of testing the instrument with statistical calculations. The next stage is to obtain instrument validation and instrument reliability, after which the distribution of instruments is aimed at the specified sample. The instruments that have been distributed produce primary data which will then be processed. After that, the data obtained can then be used as a reference for determining suggestions and recommendations using the SITOREM method.

4. Results and Discussion

This research was conducted with the aim of knowing the relationship between transformational leadership, self-efficacy, and achievement motivation with the creativity of the lecturers of private Islamic universities in Jambi City. Based on the results of the analysis, discussion of research results and hypotheses that have been tested, it can be concluded, as so:

1. There is a positive and very significant relationship between transformational leadership and creativity. Correlation coefficient value r_{y1} of 0.369 and the coefficient of determination r^2_{y1} is 0.136, which means that the contribution given by the transformational leadership variable to increase the creativity of lecturers is 13.6%. The regression equation for the relationship between transformational leadership and lecturer creativity is $\hat{Y} = 88.078 + 0.368X_1$, which means that 1 unit of increase provided by transformational leadership can increase the creativity of lecturers by 0.368 at a constant of 88.078.
2. There is a positive and very significant relationship between self-efficacy and creativity. Correlation coefficient value r_{y2} of 0.489 and the coefficient of determination r^2_{y2} is 0.239, which means that the contribution given by the self-efficacy variable to increase the creativity of the lecturers is 23.9%. The regression equation of the relationship between self-efficacy and lecturer creativity is $\hat{Y} = 75.515 + 0.473X_2$, which means that 1 unit of increase given by self-efficacy can increase lecturer creativity by 0.473 at a constant of 75.515.
3. There is a positive and very significant relationship between achievement motivation and creativity. Correlation coefficient value r_{y3} 0.480 and the coefficient of determination r^2_{y2} is 0.230, which means that the contribution given by the variable of achievement motivation to increase the creativity of lecturers is 23.0%. The regression equation of the relationship between achievement motivation and lecturer creativity is $\hat{Y} = 74.976 + 0.468X_3$, which means that 1 unit of increase

given by achievement motivation can increase the creativity of lecturers by 0.468 at a constant of 74.976.

4. There is a positive and very significant relationship between transformational leadership and self-efficacy together with creativity. Correlation coefficient value r_{y12} is 0.573 and the coefficient of determination r^2_{y12} is 0.329, which means that the contribution given by transformational leadership and self-efficacy variables together to increase lecturer creativity is 32.9%. The regression equation of the relationship between transformational leadership and self-efficacy together with lecturer creativity is $\hat{Y} = 39.689 + 0.303X_1 + 0.430X_2$, which means that 1 unit of increase provided by transformational leadership and self-efficacy together can increase lecturer creativity by 0.733 (0.303 + 0.430) at the constant 39.689.
5. There is a positive and very significant relationship between transformational leadership and achievement motivation together with creativity. Correlation coefficient value r_{y13} is 0.582 and the coefficient of determination r^2_{y13} is 0.338, which means that the contribution given by the transformational leadership and achievement motivation variables together to increase the creativity of lecturers is 33.8%. The regression equation of the relationship between transformational leadership and achievement motivation together with lecturer creativity is $\hat{Y} = 33.638 + 0.329X_1 + 0.441X_3$, which means that 1 unit of increase provided by transformational leadership and achievement motivation can simultaneously increase lecturer creativity by 0.770 (0.329 + 0.441) at the constant 33.638.
6. There is a positive and very significant relationship between self-efficacy and achievement motivation together with creativity. Correlation coefficient value r_{y23} is 0.505 and the coefficient of determination r^2_{y23} is 0.255 which means that the contribution given by the variables of self-efficacy and achievement motivation together to increase the creativity of lecturers is 25.5%. The regression equation of the relationship between self-efficacy and achievement motivation together with lecturer creativity is $\hat{Y} = 69.841 + 0.282X_2 + 0.229X_3$ which means that 1 unit of increase given by self-efficacy and achievement motivation can simultaneously increase lecturer creativity by 0.511 (0.282 + 0.229) at the constant 69.841.
7. There is a positive and very significant relationship between transformational leadership, self-efficacy and achievement motivation together with creativity. Correlation coefficient value r_{y123} is 0.592 and the coefficient of determination r^2_{y123} is 0.351 which means that the contribution given by transformational leadership variables, self-efficacy and achievement motivation together to increase lecturer creativity is 35.1%. The regression equation of the relationship between transformational leadership, self-efficacy and achievement motivation together with lecturer creativity is $\hat{Y} = 31.867 + 0.314X_1 + 0.206X_2 + 0.267X_3$ which means 1 unit of increase provided by transformational leadership, self-efficacy and achievement motivation together -sama can increase the creativity of lecturers by 0.781 (0.314 + 0.206 + 0.267) at a constant of 31.867.

5. Conclusion

Based on the results of research on lecturer creativity which is related to the independent variables of transformational leadership, self-efficacy and achievement motivation, it is known that the three independent variables make a positive contribution to increasing lecturer creativity. Therefore, there are implications in efforts to increase Lecturer Creativity, as follows:

1. Efforts to Increase Lecturer Creativity through Strengthening Transformational Leadership

The results of research on the relationship between transformational leadership and lecturer creativity show a positive and very significant relationship. This implies that the increasing level of transformational leadership of a head of the study program will increase the creativity of the lecturers.

Transformational leadership is a leadership style that directs subordinates to achieve the goals, vision and mission of the organization. The efforts to increase the creativity of lecturers through increasing transformational leadership include:

- a. The head of the study program always provides inspirations that motivate the lecturers, such as giving directions in completing assignments.
- b. The head of the study program provides the opportunity for lecturers to broaden their horizons by attending trainings or continuing their studies to a higher level.

2. Efforts to Increase Lecturer Creativity through Strengthening Self-Efficacy

Based on the results of research on the relationship between self-efficacy and lecturer creativity, it has the implication that the increase in achievement motivation is predicted to increase the creativity of lecturers. The results showed that the relationship between self-efficacy and lecturer creativity was very significant.

Self-efficacy is a person's belief that he is able to complete his job well. There are efforts to increase the creativity of lecturers through the development of self-efficacy, including:

- a. A lecturer is able to identify himself with the assignment given. Lecturers must start to get used to the new challenges that exist and start making targets for achieving goals so that what is done will be more focused.
- b. A lecturer has responsibility for the assignment given. Lecturers continue to improve their self-competence so that they are able to carry out their responsibilities properly.

3. Efforts to Increase Lecturer Creativity through Strengthening Achievement Motivation

Based on the results of research on the relationship between achievement motivation and the creativity of lecturers, it has the implication that the increase in achievement motivation is predicted to increase the creativity of lecturers. The

results showed that the relationship between achievement motivation and lecturer creativity was very significant.

Achievement motivation is also important for lecturers to have because achievement motivation is a desire that grows in a person to solve something difficult with the advantages he has so that it is achieved according to high standards. In this case, lecturers can improve the quality of creative learning with the urge to produce quality students. The efforts that can be made to increase the creativity of lecturers through achievement motivation are as follows:

- a. The head of the study program provides opportunities and encouragement for lecturers to create new works.
- b. Lecturers are included in outstanding lecturer competitions that can increase their creativity.
- c. Lecturers are included in trainings that can develop creativity.
- d. Lecturers are given awards for conducting research that can develop creative ideas.

4. Efforts to Increase Lecturer Creativity through Strengthening Transformational Leadership and Mutual Self-Efficacy

The results of research on the relationship between transformational leadership and self-efficacy together with lecturer creativity show that this relationship has implications where the increase in transformational leadership and self-efficacy together is predicted to increase the creativity of lecturers. This shows that the relationship between transformational leadership and self-efficacy together with lecturer creativity is very significant.

The transformational leadership style owned by the Head of Study Program helps improve the self-efficacy of the lecturers so that lecturers can freely and confidently express their ideas.. The efforts that can be made to increase the creativity of lecturers through transformational leadership and self-efficacy collectively include:

- a. The head of the study program encourages lecturers to develop learning methods which are then practiced and shared with other lecturers.
- b. The head of the study program gives awards to lecturers who make scientific work or who are able to develop learning methods.
- c. The head of the study program provides support to lecturers to improve their skills by attending relevant trainings or continuing their studies to a wider level.ih high.

5. Efforts to Increase Lecturer Creativity through Strengthening Transformational Leadership and Achievement Motivation Together

The results of research on the relationship between transformational leadership and achievement motivation together with the creativity of lecturers show that this relationship has implications where increasing transformational leadership and achievement motivation together are predicted to increase the creativity of lecturers. This shows that the relationship between transformational leadership and achievement motivation together with lecturer creativity is very significant.

Achievement motivation possessed by lecturers affects their desire to be creative, with the support of the head of the study program the lecturer can be more confident in increasing his creativity. The efforts that can be made to increase lecturer creativity through transformational leadership and self-efficacy collectively are as follows:

- a. The head of the study program inspires lecturers to increase their creativity. The Head of Study Program provides an example of enthusiasm for the lecturers.
- b. The head of the study program motivates lecturers to take part in scientific writing competitions.
- c. The head of the study program facilitates facilities and infrastructure to support da lecturersin the development of creativity.

6. Efforts to Increase Lecturer Creativity through Strengthening Self-Efficacy and Achievement Motivation Together

Based on the results of research on the relationship between self-efficacy and achievement motivation together with the creativity of lecturers, the implication is that increasing self-efficacy and achievement motivation together are predicted to increase the creativity of lecturers. The results showed that the relationship between self-efficacy and achievement motivation together with lecturer creativity was very significant.

Self-efficacy is the belief in himself in his ability to complete tasks. A lecturer who has this strong belief will generate motivation to want to excel in various fields. This encourages him to be creative and create something new and useful. The efforts that can be made to increase the creativity of lecturers through self-efficacy and achievement motivation together are as follows:

- a. Lecturers who have perseverance and winning mentality are able to compete in various competitions, especially competitions that require creativity.
- b. Lecturers who have more effort in carrying out their duties and have advantages will be able to create new things that have good effectiveness.

7. Efforts to Increase Lecturer Creativity through Strengthening Transformational Leadership, Self-Efficacy and Achievement Motivation Together

Based on the results of research on the relationship between transformational leadership, self-efficacy and achievement motivation together with the creativity of lecturers, the implication is that increasing transformational leadership, self-efficacy and achievement motivation together are predicted to increase the creativity of lecturers. The results showed that the relationship between transformational leadership, self-efficacy and achievement motivation together with lecturer creativity was very significant. The efforts to increase the creativity of lecturers through the development of transformational leadership, self-efficacy and achievement motivation include:

- a. The head of the study program involves the lecturers in making annual program activities so that the lecturers feel they have a responsibility in carrying out their duties.

- b. The head of the study program provides motivation by giving lecturers the opportunity to increase their potential so that lecturers have more skills in developing their creativity.
- c. The head of the study program provides the opportunity for lecturers to replace themselves to become representatives of the department to attend self-development training.

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