

## Breaking Boundaries: How Self-Efficacy and Organizational Climate Foster Creativity in Polri Education

Mulyoto<sup>1</sup>, Rugaiyah<sup>2</sup>, Teguh Trianung Djoko Susanto<sup>3</sup>,

<sup>1,2,3</sup>Doctoral Program in Educational Manajemen, Universitas Negeri Jakarta, Jakarta- Indonesia

email correspondence: [mulyoto\\_9911922016@mhs.unj.ac.id](mailto:mulyoto_9911922016@mhs.unj.ac.id)

### ABSTRAK

This study aims to analyze the influence of self-efficacy, organizational climate and educator creativity in teaching. This research method is quantitative and uses an online survey. There were 248 educators from the education unit within the National Police who were involved in this study. Data analysis using SEM-PLS analysis with the help of SmartPLS software version 4. The results of the study are as follows; 1) Self-efficacy has a positive and significant effect on educators' creativity in teaching, 2) School organizational climate has a positive and significant effect on educators' creativity in teaching, 3) Self-efficacy has a positive and significant effect on school organizational climate, 4) Self-efficacy indirectly positively and significantly affects educators' creativity in teaching through school organizational climate. The results of this study show that increasing self-efficacy and improving the organizational climate in schools can significantly increase educators' teaching creativity. Therefore, schools must prioritize training and development programs that empower teachers and create a supportive work environment.

**Keywords:** Self-efficacy; School Climate; Teaching Creativity; School Organizaional Climate; Teacher Creativity.

### INTRODUCTION

21st-century education is full of challenges (Caena & Redecker, 2019). The biggest challenge in education is the classroom management carried out by educators when teaching (Lucumay & Matete, 2024). The difference in the characteristics of students and the curriculum demands that are too high complement the challenges of educators in teaching. Educators are essential in creating a creative learning environment and inspiring students (Gjedde, 2013). Educators must motivate students, encourage active participation, and create a climate that encourages creativity in learning (Lage-Gómez & Ros, 2023). To increase teaching creativity, educators' self-efficacy factor plays an important role (Paek & Sumners, 2019). Educators with a high level of self-confidence in their ability to teach and influence students will tend to be more willing to take risks in creating innovative and challenging teaching methodologies (Amar, 2024). In addition, educators also need a supportive environment to optimize teaching creativity (Wolf et al., 2024).

A positive school organizational climate, such as the fulfilment of collegial support, leadership trust and appreciation for creative initiatives, can mediate between educators' self-efficacy and teaching creativity (Printina & Sumini, 2020). However, the creativity of educators in Indonesia tends to be low (Wuryaningsih, 2023). Educators in teaching are often stuck in routines and need more courage to try new teaching methods. Some sources say this is due to the educators' need for self-efficacy in creating creative learning (Alsalamah, 2023; Handayani et al., 2022). The school's

organizational climate influences educators' self-efficacy in creating teaching creativity (Adiebah & Pradana, 2022; Fadhilah et al., 2022).

Another source mentioned that there are several efforts that educators can make to increase teaching creativity, such as spatial planning, applying the principle of learning while doing, guiding and directing students, dealing with passive students, and attracting and maintaining students' attention to learning activities (Kizi, 2022; Suckley & Nicholson, 2018) In addition, training and workshops that teach innovative techniques in teaching can also help improve educators' self-efficacy and strengthen educators' teaching creativity (Saifullah et al., 2024). This study aims to analyze the influence of educators' self-efficacy on their teaching creativity mediated by the school's organizational climate. The implications of the results of the study show the importance of building a positive and supportive organizational climate in increasing the creativity of educators in teaching.

## Literature review

### Self-efficacy and teaching creativity

Self-efficacy is an individual's belief in his or her ability to succeed in a particular task or situation (Omote, 2017). In education, self-efficacy describes an educator's belief in his or her ability to teach and influence students effectively. In addition, teaching creativity is the ability of educators to create innovative and engaging teaching methods and strategies for students. The relationship between self-efficacy and teaching creativity has been studied extensively. Several studies have found a positive correlation between self-efficacy and teaching creativity (Fadhilah et al., 2022; Handayani et al., 2022; Hur et al., 2021). These studies show that educators with high self-efficacy tend to engage in innovative teaching practices and think outside the box when teaching.

H(1) Self-efficacy has a positive and significant effect on educators' creativity in teaching.

### School organizational climate and teaching creativity

The organizational climate of a school refers to the overall atmosphere and conditions in an educational unit that affects the behaviour and performance of its members (Dorado & Liona, 2019). In teaching, an organizational climate refers to an environment that supports and encourages schools to promote teaching creativity. Previous research shows that the school's organizational climate influences the effectiveness of educators' self-efficacy in creating teaching creativity (Nugroho et al., 2022). This means that a positive and supportive organizational climate can increase educators' self-efficacy (Shah et al., 2022), leading to a higher level of teaching creativity. Educators who experience a positive organizational climate are likelier to engage in creative teaching practices and develop innovative ideas for their lessons (Chang et al., 2011). The existing differences of opinion give rise to further discussion space so that it can facilitate students' problem-solving skills. With existing differences of opinion, educators can create a classroom environment that encourages student discussion and problem-solving.

H(2) The school organizational climate has a positive and significant effect on the creativity of educators in teaching

### Self-efficacy and school organizational climate

Self-efficacy, as evidenced by various research studies, self-efficacy and the organizational climate of schools are closely related. Research has shown that Self-efficacy can indirectly influence the efficacy of collective educators through the school climate, emphasizing the importance of a supportive environment in improving self-efficacy (Yada & Savolainen, 2023). In addition, innovative self-efficacy among educators plays an important role in promoting educators' innovative work behaviours, with school climate factors such as collaboration and instructional innovation moderating this relationship (Kundu & Roy, 2023). In the context of secondary school education, school climate factors such as affiliation, innovation, and professional interest positively impact educators' self-efficacy. In contrast, student behaviour and staff autonomy can affect educators'

stress levels (Nguyen et al., 2023). In addition, the school climate in primary schools favours positive self-efficacy for inclusion, influencing educators' perceptions of challenging behaviours and support of inclusive practices (Zysberg & Schwabsky, 2021).

H(3) Self-efficacy positively and significantly affects the school organizational climate.

### Mediation of the climate of school organizations

The influence of educators' self-efficacy on teaching creativity can be mediated by the school's organizational climate (Kundu & Roy, 2023). A positive and supportive organizational climate can increase self-efficacy so that it will increase the creativity of educators in teaching practice (Liu & Wang, 2019). A positive organizational climate gives educators the support, resources, and autonomy they need to foster confidence and the ability to be creative and innovative educators in the classroom. Self-efficacy is the belief in a person's ability to perform specific tasks or achieve goals successfully (Sutjonong et al., 2022). Educators with high self-efficacy believe in their ability to create engaging and effective teaching strategies. Educators with high self-efficacy tend to dare to take risks and try new approaches, leading to increased creativity. Educators' self-efficacy has a direct impact on educators' creativity in teaching. However, this impact is further enhanced by the role of organizational climate mediation. The school organizational climate can facilitate or hinder the development of self-efficacy and creativity of educators in teaching.

H(4) The school organizational climate mediates positively and significantly the influence of self-efficacy and creativity of educators in teaching.

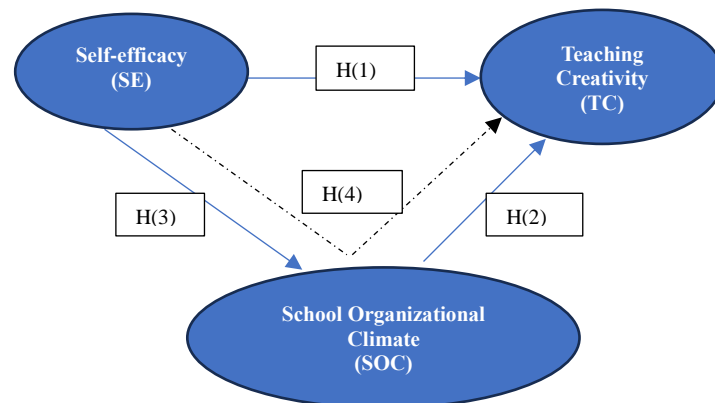


Figure 1. Conceptual model of study

## RESEARCH METHODS

The respondents in this study were 248 certified educators in nine National Police education units. Questionnaires are given to educators online using Google Forms. The results of the study showed that there were 54 educators, or 21.77% of respondents with the equivalent level of high school education, six educators or 2.42%, for diploma education, 122 educators or 49.19% for Strata-1, 60 educators or 24.19% for Strata-2 and six educators or 2.42% for Strata-3. All variables were evaluated using a 5-point Likert scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree).

The research instrument of all variables is the result of adaptation from previous research that has been tested for the validity and reliability of the instrument. The Teaching Creativity (TC) indicator is adapted from Tamsah et al., (2023), which consists of "evaluation ability", "elaboration ability", "rational thinking ability", "flexible thinking ability", and "fluent thinking ability". The self-

efficacy (SE) indicator is the result of the adaptation of Bandura, (1998), which consists of "Confidence in completing the task at hand", "Confidence in self-motivation", "Belief in being able to strive persistently and diligently", and "Confidence to be able to face any difficulties and obstacles". Meanwhile, the school organizational climate (SOC) is adapted from (Datta & Singh, 2018; Kılıç & Altuntaş, 2019) which consists of "Organizational commitment", "Teamwork", "Work environment support", "Interpersonal relationships", "Hierarchy", "Bureaucratic climate", "Leadership characteristics" and "Role clarity". Then, the information received was analyzed for mediation using SmartLS 4.

## RESULTS AND DISCUSSION

### Result

#### Measurement model assesment

##### Reliability and validity

The reliability and validity test of the model is reviewed using Cronbach's alpha, composite reliability, and average variance extracted (AVE) values, as shown in Table 1. Cronbach's alpha and composite reliability values on all variables were more significant than 0.7. According to Hair Jr et al., (2023), these findings show a good level of reliability of the model. Meanwhile, the average variance extracted (AVE) value of organizational climate (IO) is 0.836, teaching creativity (TC) is 0.736 and self-efficacy (SE) is 0.668; all of these values are above 0.5, which indicates that the model has good convergent validity (Hair et al., 2019).

Table 1. Reliability and Validity

Latent variable	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
SOC	0.972	0.973	0.976	0.836
TC	0.907	0.916	0.932	0.736
SE	0.834	0.843	0.889	0.668

##### Discriminant reliability

The reliability test of discrimination is carried out by examining the Fornell-Larcker criterion. This test ensures that each latent variable differs from other constructions (Hair et al., 2019). In Table 2 of the Fornell-Larcker criterion correlation, the square root of the AVE construct is presented in bold. Discriminatory validity testing is essential to show that the square root of the AVE (Average Variance Extracted) of each construct is greater than the correlation between the constructs in question. All diagonal values turned out to be higher than the associated non-diagonal values. Therefore, the validity of the discrimination of this model can be considered adequate.

Tabel 2. Fornell-Larcker criterion

	IO	KM	SE
SOC	<b>0.915</b>		
TC	0.740	<b>0.858</b>	
SE	0.736	0.775	<b>0.817</b>

In addition, the Heterotrait-Monotrait Ratio (HTMT) is also recognized as a suitable method of evaluating the validity of discrimination. The entire HTMT ratio obtained is less than 0.9, as presented in Table 3. If the HTMT ratio is less than 0.9, then it can be concluded that the validity of the discrimination is adequate (Henseler et al., 2015).

Tabel 3. Heterotrait-Monotrait (HTMT) Ratio

	IO	KM	SE
SOC			
TC	0.787		
SE	0.808	0.882	

### Factor loadings

The loading factor of each latent variable is presented in Figure 2. The loading factor shows the strength of the indicator reflecting the latent variable. To be valid, the loading factor value must be more than 0.700 (Hair et al., 2019). Based on the following Figure 2, there is no loading factor construct for all latent variables that is less than 0.700, so it can be believed that the construct of each variable has sufficient strength.

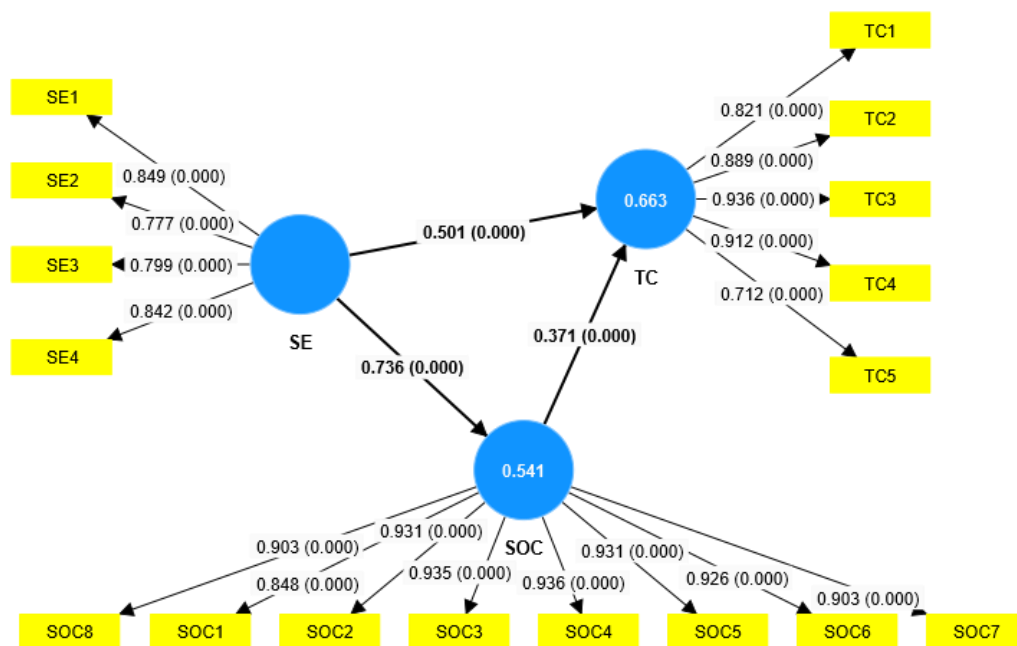


Figure 2. PLS path model

### R Square

Table 4 presents the values of  $R_{\text{square}}$  and  $R_{\text{square}}$  Adjusted on each latent variable. Table 4 shows the latent variable values for  $R_{\text{square}}$  and Adjusted  $R_{\text{square}}$ . According to Hair et al., (2019), a relationship between latent variables is said to be strong if the  $R_{\text{square}}$  value is  $\geq 0.750$ , moderate if the value is between 0.250 and 0.750 and is said to be weak if the  $R_{\text{square}}$  value  $\leq 0.250$ . The school's organizational climate has an  $R_{\text{square}}$  value of 0.541 (moderate), and teaching creativity has an  $R_{\text{square}}$  value of 0.663 (moderate)

Table 4.  $R_{\text{square}}$

	R-square	R-square adjusted
SOC	0.541	0.539
TC	0.663	0.660

### Structural model assessment

Structural model testing uses bootstrapping methods to determine how good a model is. The t-statistical value shows the importance of the path coefficient. Figure 3, at a significance level of 0.05, there are three direct influence relationships between latent variables. (H1) The effect of self-efficacy (SE) on teaching creativity (TC) was positive and significant, namely 0.501,  $t_{stat} = 6.957$  ( $p < 0.05$ ). (H2) The influence of school organizational climate (SOC) on teaching creativity was positive and significant, namely 0.371,  $t_{stat} = 5.091$  ( $p < 0.05$ ). And (H3). The effect of self-efficacy (SE) on the school organizational climate (SOC) was positive and significant, namely 0.736,  $t_{stat} = 22.078$  ( $p < 0.05$ ).

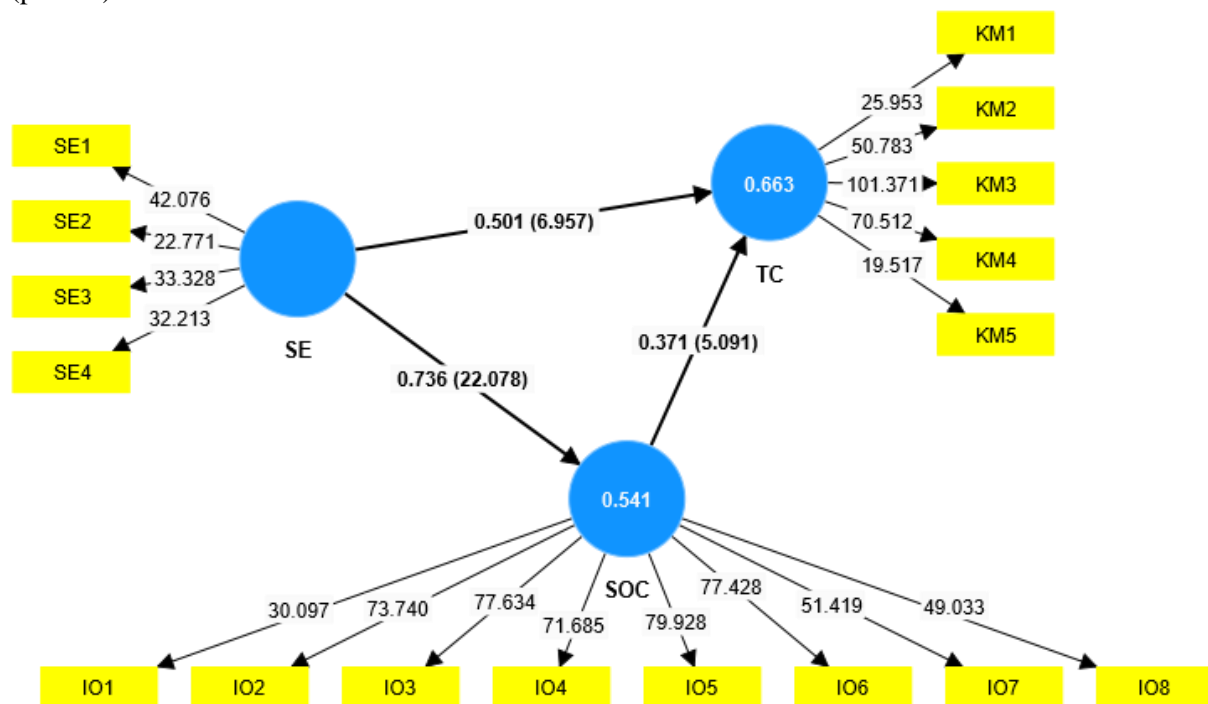


Figure 2. Inner model

### Mediation analysis

The school organizational climate (SOC) positively and significantly mediates the influence of self-efficacy (SE) on teaching creativity (TC). Table 5 presents the relationship between the indirect influence of self-efficacy (SE) on teaching creativity (TC) mediated by the school organizational climate (SOC) with the original sample (O) 0.273,  $t = 4.635$ ,  $p < 0.05$ . This supports hypothesis 4 (H4). The effect of organizational climate mediation is 0.073, included in the weak to moderate criteria. According to Lachowicz et al., (2018), the mediation effect is weak if the value of  $\epsilon$  is  $\leq 0.01$ , moderate =  $0.01 \leq \epsilon \leq 0.074$ , and strong mediation  $\geq 0.75$ . Meanwhile, the mediation of the climate of school organizations is classified as complementary partial mediation.

Table 5. Indirect effect

Relationship	Original sample (O)	T statistics ( O/STDEV )	P values	Decision	Upsilon v (effect size)	Mediation criteria
SE -> TC	0.273	4.635	0.000	supported	0,073	weak

## Discussion

The study's findings show a positive and significant influence between self-efficacy and creativity of educators in teaching. These findings align with research by Handayani et al., (2022) that shows that self-efficacy positively affects educators' creativity. Educators with high self-efficacy are more confident in implementing their teaching strategies and are more likely to experiment with innovative teaching methods. This belief translates into greater creativity in the classroom because these educators are willing to take risks, implement new ideas, and engage students in various ways. Self-efficacy, defined as belief in a person's ability to perform specific tasks (Usher & Morris, 2023), plays an essential role in education. The results of this study also support Ma, (2022), who states that educators who have high efficacy will affect the creativity of educators in teaching, ultimately affecting the improvement of student achievement. The positive and significant influence of self-efficacy on teaching creativity underscores educators' importance in fostering a strong sense of confidence to improve their creative abilities.

In addition, the study highlights the significant positive impact of self-efficacy on the school organizational climate. This research aligns with (Nasution & Saragih, 2023; Ristinah et al., 2023; Wahyono & Widodo, 2021), that self-efficacy positively and significantly affects the school organizational climate. Supportive leadership, a collaborative work culture, and clear communication channels characterize an empowering school organization. Educators with high self-efficacy contribute positively to their environment. This is due to educators' confidence and proactive attitude, which helps build a supportive school culture. When educators believe in their abilities, they will participate more in team activities, share innovative ideas, and contribute to a positive organizational climate, thus strengthening the cycle of mutual benefit.

The study also revealed that a positive school organizational climate significantly increases teaching creativity. This aligns with the research (Ahmad et al., 2023; Chang et al., 2011; Du & Chang, 2023) that a conducive organizational climate provides educators with the support, resources, and motivation necessary to be creative in their teaching approaches or methods. Elements such as professional development opportunities, collaborative teamwork, and supportive administration encourage educators to explore and apply innovative teaching methods. This favourable climate fosters individual creativity and a culture of continuous improvement and innovation in schools.

In addition, this study also identifies the indirect influence of self-efficacy on educators' creativity in teaching, which is mediated by the school's organizational climate. Self-efficacy is essential in influencing educators' creativity in teaching, mediated by the school's organizational climate (Du & Chang, 2023; Yada & Savolainen, 2023). This study also emphasizes that educators' self-efficacy partially mediates the relationship between educators' perception of creativity and their creative teaching behaviour. Highlight the importance of this self-efficacy factor in fostering creativity among educators (Sutjonong et al., 2022). In addition, a positive school climate can focus educators' efforts to improve student learning. A positive school climate can also increase collective self-efficacy, ultimately impacting educators' teaching creativity (Feng et al., 2023). In addition, the innovative climate is significantly correlated with higher levels of creative teaching and research skills among lecturers in higher education (Supriyatna et al., 2023) .

## CONCLUSIONS

The conclusion of this study emphasizes the multifaceted role of self-efficacy in promoting teaching creativity both directly and indirectly through the organizational climate. These findings suggest that efforts to improve educators' self-efficacy and strategies to improve the school's organizational climate can significantly improve creative teaching practices. Therefore, schools should invest in professional development programs that strengthen educators' self-efficacy and foster an organizational climate that supports educators' innovation and creativity in teaching.

## REFERENCES

- Adiebah, N., & Pradana, H. A. (2022). Transformational Leadership and Creative Self-Efficacy on Educators' Creativity: Can Innovation Climate be the Mediating? *JBTI : Jurnal Bisnis : Teori Dan Implementasi*, 13(2), 96–111.
- Ahmad, M., Suryadi, S., Matin, M., & Sugiarto, S. (2023). Organizational climate and quality of work-life in the creativity of teachers. *International Journal of Evaluation and Research in Education (IJERE)*, 12(2), 905. <https://doi.org/10.11591/ijere.v12i2.22738>
- Alsalamah, A. A. (2023). Special Education Teachers' Self-Efficacy in Implementing Social-Emotional Learning to Support Students with Learning Disabilities. *Learning Disabilities Research & Practice*, 38(3), 209–223. <https://doi.org/10.1111/ldr.p.12318>
- Amar, M. F. (2024). Peran Kemampuan Komunikasi Interpersonal Pendidik Dalam Menumbuhkan Self-Efficacy. *Aafiyah : Jurnal Multidisiplin Ilmu*, 2(1), 1–13.
- Bandura, A. (1998). Self-efficacy: Toward a unifying theory of behavioral change. *Advances in Behaviour Research and Therapy*, 1(4), 139–161. [https://doi.org/10.1016/0146-6402\(78\)90002-4](https://doi.org/10.1016/0146-6402(78)90002-4)
- Caena, F., & Redecker, C. (2019). Aligning teacher competence frameworks to 21st century challenges: The case for the European Digital Competence Framework for Educators (Digcompedu). *European Journal of Education*. <https://doi.org/10.1111/ejed.12345>
- Chang, C.-P., Chuang, H.-W., & Bennington, L. (2011). Organizational climate for innovation and creative teaching in urban and rural schools. *Quality & Quantity*, 45(4), 935–951. <https://doi.org/10.1007/s11135-010-9405-x>
- Datta, A., & Singh, R. (2018). Determining the dimensions of organizational climate perceived by the hotel employees. *Journal of Hospitality and Tourism Management*, 36(July), 40–48. <https://doi.org/10.1016/j.jhtm.2018.07.001>
- Dorado, L. B., & Liona, G. C. B. (2019). Organizational Climate and Self-Efficacy as Correlates of Conflict Management in Faith-Based Basic Education Institutions. *Abstract Proceedings International ...*, 7(1), 1411–1431. <https://jurnal.unai.edu/index.php/isc/article/download/891/1483>
- Du, T., & Chang, Y.-C. (2023). Influence of Organizational Innovation Climate on Creativity and the Mediating Role of Feedback-Seeking Behavior—A Case Study of University Teachers in Hebei, China. *International Journal of Learning, Teaching and Educational Research*, 22(4), 87–103. <https://doi.org/10.26803/ijlter.22.4.6>
- Fadhilah, Y., Salim, R. M. A., & Safitri, S. (2022). Teacher Efficacy and Teacher Social Perception in Creative Teaching for Elementary School Teachers. *Jurnal Ilmiah Sekolah Dasar*, 6(2), 212–219. <https://doi.org/10.23887/jisd.v6i2.44760>
- Feng, X., Helms-Lorenz, M., & Maulana, R. (2023). *Teachers' Intrinsic Orientation, Self-Efficacy, Background Characteristics, and Effective Teaching: A Multilevel Moderated Mediation Modeling BT - Effective Teaching Around the World : Theoretical, Empirical, Methodological and Practical Insights* (R. Maulana, M. Helms-Lorenz, & R. M. Klassen (eds.); pp. 543–574). Springer International Publishing. [https://doi.org/10.1007/978-3-031-31678-4\\_24](https://doi.org/10.1007/978-3-031-31678-4_24)
- Gjedde, L. (2013). Role game playing as a platform for creative and collaborative learning. *7th European Conference on Games Based Learning, ECGBL 2013*, 1, 190–197. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84893640833&partnerID=40&md5=49f103b0c48418aaf1e7d451201cdac8>
- Hair, J. F., Risher, J. J., Sarstedt, M., & Ringle, C. M. (2019). When to use and how to report the results of PLS-SEM. *European Business Review*, 31(1), 2–24. <https://doi.org/10.1108/EBR-11->



2018-0203

- Hair Jr, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2023). Partial Least Squares Structural Equation Modeling (PLS-SEM) Using R: A Workbook. In *Structural Equation Modeling: A Multidisciplinary Journal* (Vol. 30, Issue 1). Springer International Publishing. <https://doi.org/10.1080/10705511.2022.2108813>
- Handayani, N., Rahmawati, I., & Lestari, H. (2022). Pengaruh Efikasi Diri Terhadap Kreatifitas Kerja Guru Pegawai Negeri Sipil (PNS) Sekolah Dasar Negeri Se-Kecamatan Cibungbulang. *Primer Edukasi Journal*, 1(2), 60–67. <https://doi.org/10.56406/jpe.v1i2.6>
- Henseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135. <https://doi.org/10.1007/s11747-014-0403-8>
- Hur, W. M., Moon, T. W., & Lee, J. H. (2021). The effect of self-efficacy on job performance through creativity: the moderating roles of customer incivility and service scripts. *Asia Pacific Journal of Marketing and Logistics*, 33(3), 888–905. <https://doi.org/10.1108/APJML-03-2019-0138>
- Kizi, R. N. A. (2022). Creativity in Primary School El Teaching. *American Journal Of Social Sciences And Humanity Research*, 02(12), 109–124. <https://doi.org/10.37547/ajsshr/Volume02Issue12-17>
- Kılıç, E., & Altuntaş, S. (2019). The effect of collegial solidarity among nurses on the organizational climate. *International Nursing Review*, 66(3), 356–365. <https://doi.org/10.1111/inr.12509>
- Kundu, A., & Roy, D. D. (2023). How do teachers innovate? Role of efficacy for innovation and school climate perception. *Psychology in the Schools*, 60(12), 4885–4903. <https://doi.org/10.1002/pits.22987>
- Lachowicz, M. J., Preacher, K. J., & Kelley, K. (2018). A novel measure of effect size for mediation analysis. *Psychological Methods*, 23(2), 244–261. <https://doi.org/10.1037/met0000165>
- Lage-Gómez, C., & Ros, G. (2023). How transdisciplinary integration, creativity and student motivation interact in three STEAM projects for gifted education? *Gifted Education International*, 39(2), 247–262. <https://doi.org/10.1177/02614294231167744>
- Liu, H.-Y., & Wang, I.-T. (2019). Creative teaching behaviors of health care school teachers in Taiwan: mediating and moderating effects. *BMC Medical Education*, 19(1), 186. <https://doi.org/10.1186/s12909-019-1641-8>
- Lucumay, L. S., & Matete, R. E. (2024). Challenges facing the implementation of fee-free education in primary schools in Tanzania. *Heliyon*, 10(2). <https://doi.org/10.1016/j.heliyon.2024.e24172>
- Ma, Y. (2022). The Effect of Teachers' Self-Efficacy and Creativity on English as a Foreign Language Learners' Academic Achievement. In *Frontiers in Psychology* (Vol. 13). <https://doi.org/10.3389/fpsyg.2022.872147>
- Nasution, R. A. N., & Saragih, I. S. (2023). The influence of self-efficacy and organizational climate on employee performance. *Enrichment: Journal of Management*, 13(1), 127–134. <https://doi.org/10.35335/enrichment.v13i1.1204>
- Nguyen, L. T., Dang, V. H., & Pham, H. T. (2023). The effects of school climate on high school teacher stress and self-efficacy in Ho Chi Minh City. *Educational Psychology*, 43(1), 57–77. <https://doi.org/10.1080/01443410.2022.2128054>
- Nugroho, H., Chasanah, A. N., & Pamungkas, M. D. (2022). Pengembangan LKS Berbasis Etnomatematika Dengan Pendekatan Saintifik Untuk Meningkatkan Kemampuan Pemecahan Masalah Matematis Siswa. *Jurnal Karya Pendidikan Matematika*, 9(1), 78. <https://doi.org/10.26714/jkpm.9.1.2022.78-84>
- Omote, A. (2017). Teacher self-efficacy and instructional speech: how teachers behave efficaciously in the EFL classroom. In *JALT Journal*. <http://jalt-publications.org/files/pdf-article/jj2017b-art1.pdf>
- Paek, S. H., & Summers, S. E. (2019). The Indirect Effect of Teachers' Creative Mindsets on Teaching Creativity. *Journal of Creative Behavior*, 53(3), 298–311. <https://doi.org/10.1002/jocb.180>
- Printina, B. I., & Sumini, T. (2020). History Lessons During the Covid-19 Pandemic in DIY (Case Study Based on Desca Approach with the Principle of Independent Learning). *Social, Humanities, and Educational Studies (SHEs): Conference Series*, 3(2), 267. <https://doi.org/10.20961/shes.v3i2.46247>

- Ristinah, N., Effendi, R., & Sulaiman, S. (2023). Relationship between Self-Efficacy, Organizational Climate, Work Commitment and Organizational Citizenship Behavior (OCB) of Public Junior High School Teachers in North Banjarmasin District. *International Journal of Social Science and Human Research*, 06(05), 2894–2902. <https://doi.org/10.47191/ijsshr/v6-i5-49>
- Saifullah, A. M. M., Karnati, N., Arbah, F., Risdiyanti, A., & Adab, P. (2024). *Bagaimana Peran Kepemimpinan Transformasional, Technological Pedagogical Content Knowledge, dan Efikasi Diri Dalam Meningkatkan Kinerja Guru?* Penerbit Adab. [https://books.google.co.id/books?id=e\\_P4EAAAQBAJ](https://books.google.co.id/books?id=e_P4EAAAQBAJ)
- Shah, N. H., Shaheen, I., & Abbas, A. (2022). Effect of organizational climate on self-efficacy of Teachers at secondary school level in Azad Jammu and Kashmir. *Journal of Social Sciences Advancement*, 3(4), 212–217. <https://doi.org/10.52223/jssa22-030403-49>
- Suckley, L., & Nicholson, J. (2018). *Enhancing Creativity Through Workspace Design BT - The Palgrave Handbook of Creativity at Work* (L. Martin & N. Wilson (eds.); pp. 245–263). Springer International Publishing. [https://doi.org/10.1007/978-3-319-77350-6\\_12](https://doi.org/10.1007/978-3-319-77350-6_12)
- Supriyatna, S., Kadar, I., & Wulandari, D. (2023). Strengthening Organizational Culture, Transformational Leadership, Self-Efficacy, and Achievement Motivation in Increasing Innovation Efforts. *International Journal of Social Health*, 2(5), 202–216. <https://doi.org/10.58860/ijsh.v2i5.44>
- Sutjonong, W. R., Salim, R. M. A., & Safitri, S. (2022). Teachers' Self-Efficacy as a Mediator of Their Perception and Behavior regarding Creative Teaching for Elementary School Students. *Mimbar Sekolah Dasar*, 9(1), 161–173. <https://doi.org/10.53400/mimbar-sd.v9i1.44253>
- Tamsah, H., Yusriadi, Y., Hasbi, H., Haris, A., & Ajanil, B. (2023). Training Management on Training Effectiveness and Teaching Creativity in the COVID-19 Pandemic. *Education Research International*, 2023, 1–15. <https://doi.org/10.1155/2023/6588234>
- Usher, E. L., & Morris, D. B. (2023). *Self-efficacy* (H. S. Friedman & C. H. B. T.-E. of M. H. (Third E. Markey (eds.); pp. 117–124). Academic Press. <https://doi.org/https://doi.org/10.1016/B978-0-323-91497-0.00085-0>
- Wahyono, I., & Widodo, J. (2021). The Role of Self Efficacy in Determining Job Satisfaction: Case Study on Senior High School Teacher. *6th International Conference on Science ...*. <https://www.atlantis-press.com/proceedings/iset-20/125964390>
- Wolf, P., Cormican, K., Frederiksen, M. H., Wilhøft, A., Ulus, H. E., Kunz, C., Andiç-Çakır, Ö., Sarsar, F., & van Leeuwen, M. (2024). I think they just logged on and fell asleep: Challenges to facilitating creativity online in higher engineering education. *Creativity and Innovation Management*. <https://doi.org/10.1111/caim.12599>
- Wuryaningsih, W. (2023). Program Pendidikan Guru Penggerak, Efektifkah?: Sebuah Ulasan pada Kerangka Pengembangan Profesional Guru. *Jurnal Widyaiswara Indonesia*, 4(2), 17–26. <http://www.ejournal.iwi.or.id/ojs/index.php/iwi/article/view/130%0Ahttp://www.ejournal.iwi.or.id/ojs/index.php/iwi/article/download/130/88>
- Yada, T., & Savolainen, H. (2023). Principal self-efficacy and school climate as antecedents of collective teacher efficacy. *School Effectiveness and School Improvement*, 34(2), 209–225. <https://doi.org/10.1080/09243453.2023.2170425>
- Zysberg, L., & Schwabsky, N. (2021). School climate, academic self-efficacy and student achievement. *Educational Psychology*, 41(4), 467–482. <https://doi.org/10.1080/01443410.2020.1813690>