BALTIC JOURNAL OF LAW & POLITICS
A Journal of Vytautas Magnus University
VOLUME 15, NUMBER 3 (2022)
ISSN 2029-0454

Cite: *Baltic Journal of Law & Politics* 15:3 (2022): 1995-2006
DOI: 10.2478/bjlp-2022-002137

Transformational Leadership And Knowledge Sharing To Enhance Teacher Teaching Creativity In The Pandemic Era

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Received: August 12, 2022; reviews: 2; accepted: November 24, 2022

Abstract

Changes in the learning system of the pandemic era require school leaders to improve knowledge behavior to support teacher creativity. Research aims to analyze transformational leadership, share knowledge to increase teacher teaching creativity. The study used quantitative methods of cross-sectional surveys. Exogenous variables are related to transformational leadership, endogenous variables are related to teacher creativity. A sample of 350 teachers from SD

Negeri East Jakarta Region. non-probability purposive sampling. Questionnaires are distributed online using google forms. Variables include transformational leadership, knowledge, teacher creativity. The measurement of the variable uses the Likert Scale with five points. The data analysis model uses Structural Equation Modeling Partial Least Squares. The results showed that leadership, knowledge sharing have an important role in increasing teacher creativity during the learning process of the pandemic era. The increase in teacher creativity is influenced by school culture The results of the study become a reference and consideration of related parties in increasing teacher creativity.

Keywords

transformational leadership, knowledge sharing, teacher creativity, pandemic

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1 Introduction

The covid-19 pandemic has changed understanding and habits regarding the world we know. These changes affect the understanding and habits of the educational order (Orr et al., 2022; Radu et al., 2020). The COVID-19 pandemic in Indonesia has affected the learning system, from offline learning to online learning, which has a significant impact on students, parents, and teachers in almost all regions in Indonesia because this condition has not happened before. The problem of providing education in Indonesia (Hanafi et al., 2021) is faced with two challenging demands. First, the community demands that schools provide optimal learning services. Second, the Government's policy in maintaining the safety of all parties by health protocol rules has implications for the difficulty of schools in

providing optimal learning services inside and outside the classroom. These two dilemmatic demands position the teacher at a crossroads. Teachers do not always have the appropriate skills, so they can abruptly and easily switch from face-to-face teaching to online teaching and often resulting in "learning by doing" or imitating a face-to-face approach, which, in turn, may not guarantee the same level of quality of the educational process (Radu et al., 2020).

Pandemic Era, based on the Service Delivery Survey conducting in-depth research in Indonesia, the results of the study concluded that the covid era had a significant effect on education, there were 530,000 schools closed. Learning is carried out online, distance learning without face-to-face. learning using digital technology media, but there are significant obstacles, namely; first, only 30% of teachers have internet access and digital devices, and more than 67% of teachers have difficulty operating digital facilities in the learning process in Indonesia.(Yarrow, 2020).

Facing this "complex" condition, teachers and school principals must have adequate pedagogic and professional competencies. Ironically, in Indonesia, elementary school teachers' creative abilities and skills show an alarming quality (Andarwulan et al., 2021). The results of studies in the last decade, especially during the Covid-19 pandemic era, show the low creativity of teachers in various dimensions of learning. Lestari Murdiyat, Deputy Chair of the MPR RI, citing data from the Indonesian Teachers Association (IGI), revealed that 60% of teachers have poor skills in using information technology for distance learning in the Covid era. It was noted that there was a phenomenon of low creativity in online learning of Natural Sciences in elementary schools, in online learning of Junior High School Mathematics in Salatiga in learning at SMK, in the use of learning media in elementary school in method development and evaluation and the aspect of emotional intelligence development. The findings of this research follow the results of the Program for International Student Assessment Survey (PISA) 2018, which underlines the low quality of teachers to be the root of the problem of poor-quality education in Indonesia. Based on the results of the Teacher Competency Test (UKG) in 2017 shows that the quality of teachers does not meet the minimum standards; this is seen in the average national professional ability of 55.91 and the average national pedagogical ability is at 50.71 out of a minimum number of 70 (Rusiyanti et al., 2020). There are five weaknesses of Indonesian teachers that are considered to significantly hinder learning, namely (i) inability from understanding student learning needs, (ii) frequent absences, (iii) tendency to resist change, (iv) lack of preparation for learning well, (v) and not flexible in the learning process (Revina, 2019). This weakness in teacher quality causes the low quality of education, characterized by low reading, science, and essential mathematics competencies with scores below the OECD average. The survey suggests the urgency of improving the professional quality of teachers through the role of school principals in strengthening teacher professionalism in overcoming learning in crisis conditions.

Changes in the learning system in the pandemic era demand transformational school leaders who can inspire, empower, and enhance teachers' knowledge sharing and creativity in schools. Knowledge sharing is a process that allows individual and group knowledge to be transferred to the organizational level to be applied in developing new products, services, and processes (Nguyen et al., 2019). Knowledge sharing is an essential process in transforming individual learning into group learning. It can be described as sharing thoughts, information, and ideas related to tasks among group members (Khan et al., 2020). Knowledge sharing includes a wide variety of knowledge, disciplines, and expertise that provide valuable input for group creativity, mainly if ideas can be discussed freely (Nguyen et al., 2019).

Teachers' high and low level of creativity determines the process and success of learning in schools (Park et al., 2022). The creative teacher will apply innovative measures as well as the first to identify the possibilities of teaching and learning (Žydžiūnaitė & Arce, 2021). Creativity is a strategy for teachers to recognize students' abilities using a visionary approach to make teaching and learning activities more fun and productive. In the implementation of creative learning, teachers must have several principles and be able to explore their identity and potential to develop the capacity and ability to think creatively. This, in turn, can help them to become creative individuals. Creative learning is not only an essential factor in overcoming the complexities of social change but also acts as a catalyst in creating a rapidly growing global knowledge society (Dwiningrum et al., 2020).

The creativity of teaching teachers who do not develop in the pandemic era has an impact on the learning process to be ineffective. Based on the results of the study, 50% of teachers have insufficient learning content; 24% of teachers do not have adequate technological devices; 67.6% are less adapted to applying technology; 20.4% are less able to afford internet data packages; 40.4% of teachers have difficulty finding internet signals, and 53.2% of students are poorly prepared to face online learning (Andarwulan et al., 2021). In addition to technological devices, the ability of teachers to integrate technology into learning is also an essential factor influencing the success of online learning (Fuad et al., 2020); the availability of technological devices without the ability to implement them will be an obstacle in teaching and learning activities (Andarwulan et al., 2021).

Teacher teaching creativity requires transformational leadership to deal with learning problems in the pandemic era. Yi et al., (2019) reveal that transformational leaders can engage their members to be creative and innovative by ensuring an atmosphere for organizational-individual fit. Transformational leadership from the head of madrasah tsanawiyah for teachers is an idealized influence, and inspirational motivation. Intellectual stimulation, individual consideration, the influence of ethical/ moral values from the leader being followed, and instructional support (Andarwulan et al., 2021).

The transformation of society into the form of a "knowledge society" places

knowledge dramatically in the era of the 21st century Knowledge is positioned as one of the most critical resources of the organization. For the organization of learners, the knowledge must be managed professionally. Therefore, knowledge management becomes an important subject as a vehicle for developing a culture of learning. It is hoped that knowledge management will be the center of activities of finding, creating, transferring, exchanging, dialogue, and sharing information between members of their communities. BP is expected to act as "the brain of the organization" and the key driver of the organization's success. The future success of an organization depends on effective knowledge sharing. Low knowledge-sharing attitudes can lead to inhibition of teacher creativity in the learning process in the pandemic era.

The implementation of education in Indonesia is faced with complex demands. First, the community demands that schools provide optimal learning services. These demands are tough to meet due to various disadvantages such as limited time for face-to-face, inadequate learning tools, and low competence of teachers for remote teaching and learning". Second, the Government's policy in maintaining the safety of all parties by health protocol rules has implications for the difficulty of schools in providing optimal learning services inside and outside the classroom. These two dilemmatic demands positioning the teacher at a crossroads.

Faced with these "complex" conditions, teachers and principals are required to have adequate pedagogical and professional competence, and it is necessary to improve the professional quality of teachers through the role of the principal in strengthening the professionalism of teachers in overcoming learning in crisis conditions. This study aims to analyze transformational leadership and share knowledge to increase teaching creativity in the pandemic era.

Through the development of knowledge-sharing behavior, it is hoped that a culture of learning and knowledge management will be built as the main intellectual capital for teachers in responding to competitive changes that occur

2. Research Method

This research uses quantitative methods with cross-sectional surveys. The study outlines exogenous and endogenous variables. Exogenous variables are related to transformaisonal leadership, while endogenous variables are related to teacher creativity. This study involved a sample of 350 teachers of SDN Negeri DKI East Jakarta, who were determined following non-probability purposive sampling. The data is obtained through questionnaires distributed online using google forms. Variables in this study include transformational leadership, knowledge, and teacher creativity. The measurement of the variable uses the Likert Scale with five points. The approach taken when analyzing this research is the Structural Equation Model Partial Least Square using SMART PLS software. The reason for using this program is because this study is more in the nature of predicting and explaining latent variables than testing a theory and the number of variables (PLS-SEM) version

3.0.Analysis on PLS is carried out in three stages: 1. Analysis of outer model 2. Analysis of inner model 3. Hypothesis Testing. For hypothesis testing is carried out by looking at its probability value and its t- statistics.

This study used quantitative methods with cross-sectional surveys. A cross-sectional study is defined as a type of observational study that analyzes variable data collected at one specific point in time across a predetermined population or subset of samples. Cross-sectional research allows scholars and strategists to quickly collect actionable data that helps in decision making and offers products or services. The study outlines exogenous and endogenous variables. Exogenous variables are related to transformational leadership and knowledge sharing while endogenous variables are related to teacher creativity. The study was conducted from June —August 2021. The participants of this study were all teachers of SDN Negeri East Jakarta Region, Special Capital Region of Jakarta Province; This study follows purposive non-probability sampling, namely Non-Probability Sampling is a sampling technique not randomly selected. The population elements selected to be sampled can be caused by chance or due to other factors that have previously been planned by researchers from the model developed by Hair et al. (2020). Of the 400 questionnaires received, 350 have been completed and verified.

The questionnaire was compiled on the basis of a literature review adapted from years of study of relevant theories. Each variable is adapted from the dimension of transformational leadership. (Hellriegel et al., 2011; John R. Schermerhorn et al., 2010; Niphadkar & Kuhil, 2017; Odumeru & Ogbonna, 2013). Knowledge sharing indicators (Chu, 2016). indicators of creativity refer to (Horng et al., 2005) and (Y. S. Lin, 2011; Vasudevan, 2013). (Lin & Hsioa, 2014)

Each variable construct is calculated using the five-point Likert Scale, the Likert Scale is often used as a grading scale because it values something, consisting of (1) strongly disagreeing, (2) disagreeing, (3) agreeing, (4) agreeing, and (5) strongly agreeing. In understanding the relationship between variables, using Structural Equation Modeling Partial Least Squares (PLS-SEM) with SmartPLS (version 3.0). The analysis and interpretation of the PLS-SEM model, the pls analysis stage using smartpls 3 includes 3 stages, namely: Testing stage outer model => to test the validity & reliability of indicators and constructs.Testing phase Goodness of fit model => to test the predictive strength of the model and the robustness of the model.

The testing stage of the inner model => to test the significance of the influence of exogenous variables on endogenous variables Criteria for achieving convergent validity when the loading factor is more significant than 0.70. The construct achieves reliability when composite reliability (CR) and Cronbach's Alpha (α) are higher than 0.70 (Hair et al., 2020). The validity of the discriminant is determined by comparing the average of the extracted variance (AVE) with others in the model. Secondly, we use structural equations to estimate hypotheses with a significant degree at 5%.

3. Results and Discussion

3.1 Characteristics of Respondents

Table 1. Characteristics of Respondents

Characteristic	Percentage %
A. Gender	
1. Man	52
2. Woman	48
B. Age	
1. 20 – 30	-
2. 31 – 40	47
3. 41 – 50	28
4. 51 – 60	25
5. 61-70	-
C. Recent Education	
1. Master	12
2. Undergraduate (S1)	88
3. Diploma	
D. Service Life	
1. 0 – 10 years old	15
2. 11 – 20 years old	35
3. 21 – 30 years old	26
4. 31 – 40 years old	24

3.2 Measurement Model

Table 2. Results of Measurement (Outer) Model

Variable	Indicator	Loading	C.R.	α	AVE
Teaching Creativity	TC 1	0.830	0.865	0.767	0.682
	TC 2	0.843			
	TC 3	0.804			
Transformational Leadership	TL 1	0.780	0.853	0.740	0. 660
	TL 2	0.878			
	TL 3	0.774			
Knowledge Sharing	KS 1	0.835	0.767	0.552	0.526
	KS 2	0.647			
	KS 3	0.681			

3.3 Evaluation of structural models

The next step is to evaluate the structural model, referring to Rambut et al. (2020), who recommend that the procedure includes five stages, namely: 1). Collinearity testing; 2) Path coefficient test, 3) R-Square (R2) level test; (4) testing the effect size (f2); and (5) testing the relevant prediction (Q2).

3.4 Collinearity Test

To determine whether collinearity occurs, judging from the coefficient of Variance Inflation Factor (VIF), which has a value that must be lower than 5.00. From the results of the calculation of the value of the COEFFICIENT VIF, it can be known:

Table 3:Path Coefficients and Results of Hypotheses Testing

Hypotheses	Relationship	Beta	T-value	P-values	Decision
H_1	TL -> KS	0.273	4.584	0.000	Accepted
H_2	TL -> TC	0.187	3.088	0.002	Accepted
H_3	KS -> TC	0.383	7.458	0.000	Accepted

It can be concluded that the values range from 1.082-1.925, and all of them are less than 5.00, which means that there is colinearity and all indicators of the construct tested are valid.

3.5 R-square (R2) test

R-square (R2) aims to test whether each endogenous variable has predictive strength in the model or not. It follows three categories: 0.75, 0.50, and 0.25 for substantial, medium, and weak. From the results of the R2 test, the knowledge-sharing variable positive 0.074 means that the transformational leadership variable can explain 7.4% of knowledge-sharing variants with weak prediction rates. In addition, R2, the value of creativity is 0.221, which involves that 22.1% of the variants of creativity can be explained by transformational leadership and knowledge sharing with weak predictive levels.

3.6 F2 size effect

The size effect test (f2) aims to determine how much influence the size of the predictor variable on the structural model (Hair et al., 2020). The size effect test (f2), the rule of thumb used. Where the values 0.02, 0.15, and 0.35 indicate the influence of small, medium, and large sizes. Our test results show that f2, the value of the transformational leadership variable on knowledge sharing, is 0.080, which indicates a small measure of influence. Furthermore, transformational leadership and knowledge sharing of creativity of 0.215 mean moderate effect size.

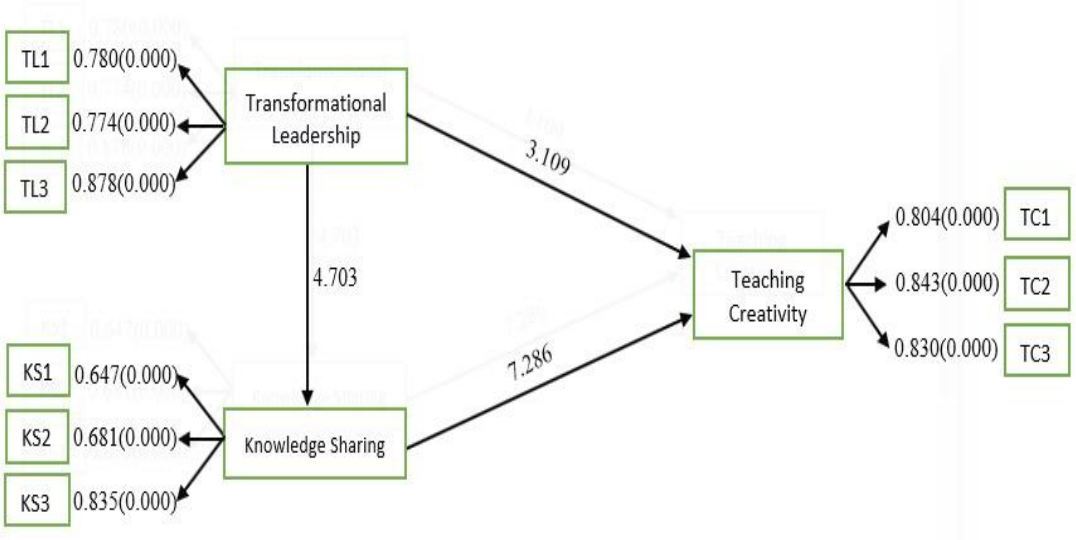

Figure. 1 Result on First Level Variable Indicators

Discussion

Creativity is influenced by transformational leadership; with the indicated values (βdirect = 0.187, p<0.01), it can be said that transformational leadership has a direct and significant influence on creativity (Panphae & Phoewhawm, 2021). The results of calculations regarding transformational leadership variables in creativity have an influence; this is supported by (Gumusluoglu & Ilsev, 2009), who say that transformational leadership influences creativity. In addition, (Teymournejad & Elghaei, 2017) states that a person who exercises transformational leadership can be maximized by providing strong motivation to teachers in schools. Can develop creativity so that it can contribute in the form of new suggestions, ideas, and solutions to improve the organization of the school (Gunduz et al., 2016) states that there is an influence between inspirational motivation, ideal influence, and individual creativity. The same is also based on the results of other studies, which state that the influence of ideas, inspirational motivations, intellectual stimulation, and individual considerations has an impact on the creativity of members. However, intellectual stimulation has a higher impact than other dimensions (Ravikumar, 2017).

Transformational leadership(Gunduz et al., 2016) shows that a principal must build positive values such as building insight, knowledge, instilling a high commitment, attitude, friendly, polite, prioritizing the public interest over personal interests, more real work for the change of the school institution for the better than talking, teachers are not used as subordinates but as partners, supportive colleagues(Teymournejad & Elghaei, 2017). In addition, the principal must set an example to the teacher regarding the development of creativity so that the teacher can follow. The principal must have good self-confidence, be full of confidence and have no doubt about what is done. If a principal does not have such a trait, it will have an impact on the attitude of the teacher, a good leader is a leader who always gives direction, guidance, and example to his members(Lin & Hsioa, 2014). good principal leadership will have a positive effect on the attitude of teachers and the advancement of school education(Gunduz et al., 2016).

knowledge sharing(C. Y. Lin et al., 2020) and influencing creativity by demonstrating values (βdirect = 0.383, pp<0.001). Teachers' creativity in learning(Horng et al., 2005) can be enhanced by developing individual skills and sharing team knowledge (Dong et al., 2017). the increase in creativity is mediated by the knowledge shared by a school leader with his members, namely teachers (Son et al., 2017). knowledge sharing has a relationship with creativity and can create new knowledge or innovative ideas (Cabrera et al., 2005).

Transformational leadership influences knowledge sharing(Son et al., 2020). With the value showing (βdirect = 0.273, p<0.001). It can then be concluded that transformational leadership has a significant direct influence on knowledge sharing. The results of the calculation regarding the variables of sharing transformational leadership towards sharing knowledge have an influence; These

results are the result of research from those who illustrate that leaders who have foresight will always do their best and to maintain the sustainability of their organization, the principal towards teachers and the change of the school organization for the better, one way is to share knowledge with fellow members of the organization. Next (R. S.-J. Lin & Hsiao, 2014) argue that the relationship between transformational leadership and knowledge sharing shows a significant correlation. Such influence is based on behaviors carried out by a leader with a charismatic leadership approach (Teymournejad & Elghaei, 2017), inspirational motivation, individual consideration, and intellectual stimulation.

4. Conclusion

Transformational Leadership and knowledge sharing have an important role in increasing teacher creativity during the learning process in the pandemic era.

Increasing the creativity of teachers in schools can be done by a principal with learning methods that become the school culture that must be carried out by all teachers.

Creative teachers will have a teaching outlook to put more emphasis on process than results. The teaching carried out by creative teachers emphasizes the improvisation associated with innovation.

The results of the study are expected to be a reference or consideration for related parties in increasing teacher creativity in the pandemic era.

Acknowledgment

A thank you to Jakarta State University for providing support so that this research can be completed.

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