

The Correlation Between the School Principal Situational Leadership, Emotional Intelligence and Achievement Motivation to Teacher Creativity at SDN Banjarmasin Tengah



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ABSTRACT: This study aims to describe and analyze the correlation of the principal's situational leadership, emotional intelligence, and motivation to achieve to teacher creativity. This research used a correlational method with a descriptive-quantitative approach. The population in this study was 385 teachers at a State Elementary School in Banjarmasin Tengah. The sampling technique in this study used proportional random sampling so that a sample of 197 teachers was obtained at a State Elementary School in Banjarmasin Tengah. The data in this study was obtained through a questionnaire. The data were analyzed using SPSS. The results showed that (1) there was a significant positive correlation between the principal's situational leadership and the teacher's creativity, (2) there was a significant positive correlation between the teacher's emotional intelligence and the teacher's creativity, (3) there was a significant positive correlation between the teacher's achievement motivation and the teacher's creativity, (4) there was a significant positive correlation between the principal's situational leadership and the teacher's emotional intelligence, (5) there is a significantly positive correlation between the principal's situational leadership and the teacher's motivation for achievement, (6) there is a significantly positive correlation between the principal's situational leadership and the teacher's creativity through the teacher's emotional intelligence, and (7) there is a significant positive correlation between the principal's situational leadership and teacher creativity through achievement motivation at SDN Banjarmasin Tengah.

KEYWORDS: situational leadership, emotional intelligence, achievement, creativity

I. INTRODUCTION

Creative teacher is a teacher who always uses new ideas in presenting learning in the classroom so that it is more attractive to students and does not confuse the students (Widiasworo, 2014:58). The notion of creativity according to Rogers is the tendency to self-actualize, realize potential, the drive to develop and mature, the tendency to express and activate all the abilities of the students (Munandar, 2014:18). Based on the opinions of these experts, it can be concluded that teacher creativity is the tendency of teachers to be able to self-actualize, realize potential and encouragement to develop in order to spark and use new ideas in presenting learning in the classroom so that it is more attractive to students and avoid boredom.

Teacher creativity, according to Talajan (2012:54), is useful in increasing student interest in learning, transferring information as a whole, stimulating students to think more scientifically in studying everything and can stimulate student creativity. Creativity in learning is part of an inseparable system. As stated in the Law of the Republic of Indonesia No. 14 of 2005 concerning teachers and lecturers article 1 paragraph (1), teachers are professional educators who educate, teach, guide, direct, train, assess and evaluate students in early childhood on the path of formal education, basic education, and secondary education. Teachers who have good creativity according to Guilford will have the ability to generate many ideas, introduce various problem solving, generate new ideas, the ability to decipher problems, and have the ability to review problems from various points of view. Oktavia (2014) stated that in teaching and learning, creativity in learning is part of a system that is inseparable from educated and educators. He also claimed that teacher learning behaviors that are still limited in teaching will result in monotonous learning, less interesting and less motivational and tend to cause passive attitudes in students. Teacher creativity can be effected by colleagues, principals and school environmental conditions, responsibility and activeness in communicating (Coal, 2018).

The principal's leadership style is very important in developing the creativity of the teachers. The lack of openness between the principal and the teachers and the uneven distribution of tasks, as well as the lack of dialogue in the division of tasks. Another factor is the lack of care for one another, the principal and teachers work not in a team. Sipayung (2018) stated that it requires the openness of principals and teachers to the creativity of the entire school community. Aslamiah (2015) pointed out that under any circumstances, the principal has an important effect and individual in the school, the principal is the key to the success of a school. An important factor in the implementation of improving the quality of education in schools is the good leadership of the principal

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(Suhaimi & Effendi, 2018). There are several theories of leadership styles that can be considered as research variables, but in this study what is taken is situational leadership styles because according to Hersey and Blanchard (2021) that there is not any particular leadership style that is the best among others. The best leadership style is the leadership style that fits the context in which it is faced. In this case the situational leadership style of the principal is a leadership style that tends to be more flexible with operational conditions. School or leadership style that adapts to the environmental situation. Oktavia (2014) mentioned that the principal's efforts that can be done to increase teacher creativity are by supervising, providing coaching, giving awards and creating a pleasant working atmosphere.

In line with the description above, the principal as an educational leader needs to try to manage teachers as well as possible so that good quality teachers are realized. Creative teachers will certainly always have a broad mind, work hard to achieve success and have the desire to do things better than before. The success of a school is determined by various factors, including the leadership of the principal. Suriansyah & Aslamiah (2015) revealed that education in the perspective of the national education system basically forms a whole person, that is, a human being with character as well as an intelligent human being. According to Thoha (2010:9), leadership is an activity to effect the behavior of other people or the art of influencing human behavior both individually and in groups. In other words, leadership is the process of activities of a person who has the ability to effect, coordinate, mobilize individuals without being forced from any party to be able to cooperate regularly in an effort to achieve common goals that have been set or formulated. As mentioned above by Oktavia (2014), principals can effect teacher creativity by doing several things, namely providing supervision, providing guidance, giving awards and creating a pleasant working atmosphere. It's all covered in a situational leadership style.

In the learning process, teacher creativity is absolutely necessary because creativity is the ability to present, create and produce something in a unique and fun way, so that the message or information conveyed can be received well and maximally. However, if the teacher's creativity is not always maintained by the meaning of no innovation, creation, variety and non-imaginative in teaching, then it is very likely that the teacher will lose his creative power. As stated by Asyari (2016), the cessation of the development of creativity in teachers is closely related to the emotional intelligence of immature teachers. Teachers see learning more with a traditional, monotonous and unconcerned perspective on how the message is conveyed and how the message will reach the students.

Emotional intelligence is an additional factor that effects a teacher's creativity. According to Muthian (2016), the greater one's emotional intelligence, the greater their creativity. According to Goleman (2017), emotional intelligence is the ability to recognize the emotions of others, the ability to motivate oneself, and the ability to manage emotions well in oneself and in correlations with others; it is a person's ability to regulate his emotional life with intelligence, maintain emotional harmony and their expression through skills of self-awareness, self-control, self-motivation, empathy, and social skills. Additionally, he stated that mood coordination is the foundation of healthy social connections. If a person is adept at adjusting to the moods of others or is able to empathize, then that person will have a higher level of emotionality and will adapt to social correlations and their surroundings more easily. The higher a person's emotional intelligence, the greater his or her capacity for self-motivation, fortitude in the face of setbacks, emotion regulation, delayed gratification, and soul regulation. With this emotional intelligence, a person can control his emotions, determine his level of contentment, and manage his mood. According to Sumarni (2021), teacher creativity is also effected by teacher accomplishment motivation. If a teacher is constantly motivated to perform at a high level, then the teacher's creativity will be enhanced. Because the incentive to always excel drives the desire to always do well in terms of optimizing one's abilities to the greatest extent feasible. Because the drive to achieve is a strong urge from a person to do something that has become his objective, producing great work is dependent on this factor.

Motivation to achieve is defined as an effort to achieve success in competition with a measure of excellence that can be in the form of other people's achievements as well as one's own achievements and is the driving force that motivates one's work spirit, which encourages a person to develop creativity and move all the abilities and energy he has in order to achieve maximum work achievements (McClelland, 1987). Individuals with high achievement motivation will do something optimally because they expect better results from existing standards. So that the motivation to excel is a factor that must exist in every educator, so that the resources of educators in Indonesia are of higher quality. Whereas according to Munandar (2014), the motivation to achieve is a strong drive to succeed, where the individual focuses only on pursuing achievements rather than rewarding success, the individual will also be more eager to do something better and always complete his tasks and responsibilities. Sumarni (2021) stated that to increase teacher creativity can be done by increasing motivation to excel.

As the research conducted by Amiruddin (2018) in their research entitled the leadership of the principal as an educator in increasing teacher creativity at SMP Negeri 1 Banda Aceh resulted in a research results, namely the existence of a learning quality improvement program, the process of elaborating the program is stated in the preparation of teacher learning tools, such as syllabuses, annual programs, semester programs, and RPP. Meanwhile, Astuti and Yani (2015) in their research entitled the correlation between achievement motivation and emotional maturity with creativity in Purwokerto Kindergarten teachers which produced research results that there is a correlation between emotional maturity and teacher creativity. In their research, they also

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conducted the research on the correlation between the motivation to excel and teacher creativity. According to research conducted by Nur (2010) entitled the correlation between the situational leadership style of the principal and the work environment with the motivation for achieving teachers of State Junior High Schools in Percut Sei Tuan District, it showed that there is a significant correlation between the situational leadership style of the principal and the motivation to excel, with an r_{y1} of 0.803.

II. METHODOLOGY

This research comprised descriptive correlational research, which aimed to describe and analyze direct and indirect correlations. The population of this study consisted of 389 state elementary school teachers in the Banjarmasin Tengah District. Using the technique of Proportional Random Sampling, a sample of 197 individuals was determined. The following evaluation instruments were used to collect data: Situational Leadership, Emotional Intelligence, Achievement Motivation, and Creativity. Situational leadership is evaluated via communicating, selling, participating, and delegating. Emotional intelligence was measured by social and interpersonal skills. Emotional intelligence was measured through social skills and social skills. Achievement motivation is measured by the need for achievement, the need for power, and the need for affiliation. Creativity was measured through smoothness, flexibility, authenticity, decomposition, and re-formulation. The instrument was assessed using validity and reliability tests, the description of which data is obtained using route analysis to identify direct and indirect links, after first conducting tests for normality, linearity, and homogeneity.

This study utilized a total of four questionnaires to assess the situational leadership of the principal, the emotional intelligence of the teacher, the motivation for teacher achievement, and the creativity of the teacher. Teachers were informed, selected, asked to participate, and delegated authority in order to gather data utilizing situational leadership instruments (45 items). Emotional intelligence included both personal and social competence (35 items). Motivation to achieve was derived from the needs for accomplishment, power, and affiliation (26 items). Creativity fluidity, adaptability, genuineness, deconstruction, and reformulation (43 items). This study employed quantitative research to establish the correlation between the situational leadership, emotional intelligence, and motivation to focus on creativity of the principle at SDN Banjarmasin Tengah.

III. RESEARCH RESULTS AND DISCUSSION

Based on the findings of assistance data with SPSS, direct and indirect correlations were found. as illustrated below.

Table 1. Summary of the path analysis results

Structural 1. Principal Situational Leadership on Emotional Intelligence and Motivation for Achievement				
Variable	Path coefficient	T	P	R ²
Teacher Emotional Intelligence	0,275	25,211	0,000	0,076
Teacher Achievement Motivation	0,433	9,422	0,000	0,188
Structural 2. Principal Situational Leadership, Emotional Intelligence and Achievement Motivation on Creativity				
Variable	Path coefficient	T	P	R ²
Principal Situational Leadership	0,588	11,371	0,000	
Teacher Emotional Intelligence	0,121	2,479	0,014	0,592
Teacher Achievement Motivation	0,235	4,497	0,000	

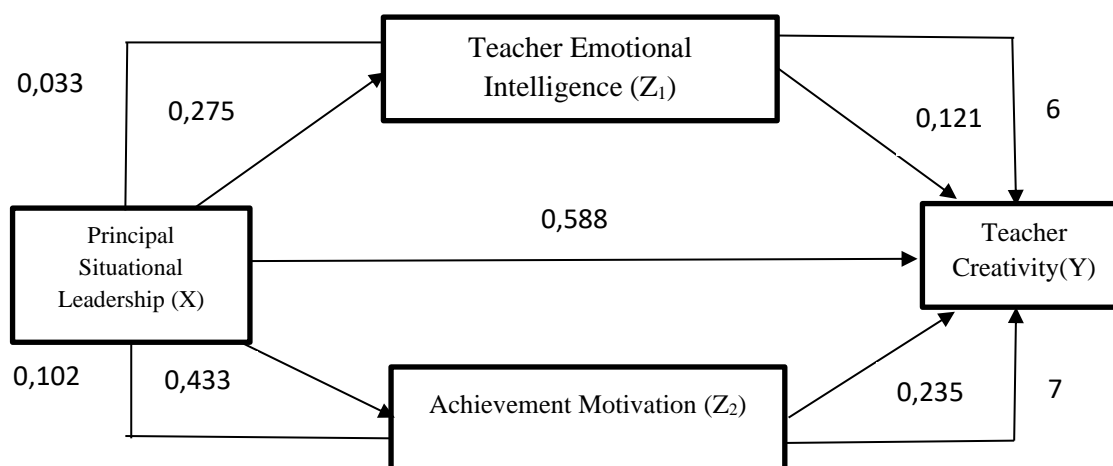


Figure 1. Path Analysis Model X, Z₁, Z₂ and Y

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Based on Table 1 and Figure 1, the hypotheses in this study can be seen in Tables 2 and 3.

Table 2. Summary of Hypothesis Testing Decisions H₁ H₂ H₃ H₄ H₅

Hypotheses	P	Decision
H ₁ There is a significant positive correlation between the principal's situational leadership and the teacher's creativity	0,000	Accepted
H ₂ There is a significant positive correlation between teacher's emotional intelligence and teacher's creativity	0,000	Accepted
H ₃ There is a significant positive correlation between teacher achievement motivation and the teacher's creativity	0,000	Accepted
H ₄ There is a significant positive correlation between principal's situational leadership and the teacher's emotional intelligence	0,014	Accepted
H ₅ There is a significant positive correlation between the principal's situational leadership and the teacher's motivation for achievement	0,000	Accepted

Table 3. Summary of Hypothesis Testing Decisions H₆ and H₇

Hypotheses	Direct	Indirect	Decision
H ₆ There is an indirect correlation between the principal's situational leadership and the teacher's creativity through the teacher's emotional intelligence	0,275	0,033	Accepted
H ₇ There is an indirect correlation between the Principal's Situational Leadership and Teacher Creativity through Achievement Motivation	0,433	0,138	Accepted

Table 2 is a summary of decisions H₁, H₂, H₃, H₄, and H₅ with a significance value criterion of less than 0.05, hence the hypotheses are accepted. Table 3 is a summary of the testing decisions of the H₆ and H₇ hypotheses provided that if the direct correlation coefficient is smaller than the indirect correlation coefficient, then the hypotheses are also accepted. Based on the results of the analysis in Table 2 and Table 3 in this study, the correlation between variables was found that can be explained as follows.

A. The correlation Between Principal Situational Leadership and Teacher Creativity at SDN Banjarmasin Tengah

The results of the path analysis showed that the principal's leadership had a Beta score of 0.588 with a significance value of 0.000, which means that the principal's situational leadership directly affects the creativity of teachers at SDN Banjarmasin Tengah. Situational leadership is a leadership style that focuses on the suitability or effectivity of the leadership style according to the maturity of the follower in relation to a specific task. Leaders who emphasize how to be an effective leader, by combining directive and supportive behavior (Hersey and Blanchard, 1982:185). Efforts that can be made by the principal to increase teacher creativity are by supervising, providing coaching, giving awards and creating a pleasant working atmosphere (Oktavia, 2014: 812). Paul Hersey and Blanchard (2021:731) stated that there is no leadership style that is the best, and the best leadership style is one that fits the context in which it is faced. A situational leadership style is one that tends to be more flexible with operational conditions. In the teaching and learning process, creativity is part of a system that is inseparable from educated and educators. Teacher learning behaviors that are still limited in teaching will result in monotonous, less interesting and less motivational learning (Oktavia, 2014: 809). The correlation between the situational leadership of the principal and the creativity of teachers can be seen from research conducted by Trisnawati (2014: 1) that the contribution of the principal's situational leadership to the creativity of private high school teachers in Kotabumi Regency is 21.34%.

B. The correlation between Teacher's Emotional Intelligence and Teacher's Creativity

The results of the path analysis showed that the correlation between the teacher's emotional intelligence and the teacher's creativity has a Beta value of 0.121 with a significance value of 0.014, which means that emotional intelligence directly affects the creativity of teachers at SDN Banjarmasin Tengah.

Creativity is the ability of teachers to abandon ideas, ideas, be considered established, routine, and switch to generate or come up with new and interesting ideas, ideas or actions, be it for solving a problem, a problem, a method or tool, an object or a new artistic form (Yusuf and Nurihsan, 2015).

Emotional intelligence is the ability to motivate oneself and endure frustration, control impulses and not exaggerate pleasure, regulate mood and keep the burden of stress from paralyzing the ability to think, empathize and pray.

The results of this study are in line with the research conducted by Syamsi (2017) stated that there is a significant positive correlation between emotional intelligence and creativity. Muhtiah and Ratnaningsih (2016:257) pointed out that there is a positive correlation between emotional intelligence and creativity. Also, Natakusuma and Karyono (2015:2) showed that there is a significant positive correlation between emotional intelligence and musical creativity.

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C. The correlation between Teacher Achievement Motivation and Teacher Creativity at SDN Banjarmasin Tengah

The results of the path analysis showed that the motivation to excel teachers with creativity has a Beta value of 0.235 with a significance value of 0.000, which means that the motivation for teacher achievement directly affects the creativity of teachers at SDN Banjarmasin Tengah. The motivation to achieve is the motivation that encourages individuals to achieve success and aims to succeed in competition or competition with several measures of excellence. This measure of excellence is in the form of one's own achievements as well as the achievements of others is the definition of motivation to achieve according to McClelland in Mahrita (1991).

Creativity is an individual mental process that gives birth to ideas, methods or effective new products that are imaginative, aesthetic, flexible, integration, succession, discontinuity, and differentiation that are effective in various fields for solving a problem (Rachmawati and Kurniati, 2012).

The correlation between teacher achievement motivation directly and teacher creativity is in line with the research of Sugiarti et al., (2018: 683) stating that teacher achievement motivation has a significant correlation with teacher creativity. Syaifullah and Aini (2021:306) also showed that there is a significant correlation between the motivation to excel and the creativity of ECCE teachers. Meanwhile, Kuntjojo and Matulesy (2012:27) concluded that there is a very significant positive correlation between the motivation to excel and the creativity of teachers.

D. The correlation between Principal's Situational Leadership and the Teacher's Emotional Intelligence of Teachers at SDN Banjarmasin Tengah

The results of the path analysis showed that the principal's situational leadership and emotional intelligence had a Beta value of 0.275 with a significance value of 0.000, which means that the principal's situational leadership has a significant positive direct correlation with the emotional intelligence of teachers at SDN Banjarmasin Tengah.

Situational leadership is a leadership style that focuses on the appropriateness of the relevant level of maturity or development of the followers. Maturity in situational leadership is formulated as the ability and willingness of people to be responsible in directing their behavior related to a specific task (Thoha, 2012:322).

Emotional intelligence is a person's ability to detect and manage emotional information (Robbins and Judge, 2015:70). Emotional intelligence is the ability to understand oneself and others correctly, have an identity, mentally mature personality as well as not having envy, hate, heartache, grudges, excessive feelings of guilt, anxiety, irritability, and easily frustrated (Mangkunegara, 2014:164). The existence of a significant positive direct correlation between the principal's situational leadership and the emotional intelligence of teachers is in line with research conducted by Yuliana (2015: 106) which states that situational leadership has a positive effect on a person's emotional intelligence or personality.

E. The Direct Effect of Principal's Situational Leadership and the Teacher's Creativity Through Teacher Emotional Intelligence at SDN Banjarmasin Tengah

The results of the path analysis showed that between the situational leadership of the principal, the motivation for achievement had a beta value of 0.433 with a significance value of 0.000, which means that the situational leadership of the principal has a significant positive direct correlation with the motivation of outstanding teachers at SDN Banjarmasin Tengah. Situational leadership is leadership in which every process must be immersed in the thoughts, feelings, and expectations of people in the organization through dialogue, polling and communication. This can be a place for leaders to move in determining the direction, enlightening and motivating members in pursuing goals, satisfaction, performance, quality, and organizational development (Syarafuddin & Asrul, 2013). The motivation to achieve is the encouragement from outside and within a person to work well and produce quality performance with professional and measurable efforts and compete positively and want to always excel with working indicators because they want good and quality results, compete with positive, and always want to excel.

The existence of a significant positive direct correlation between the principal's situational leadership and the emotional intelligence of teachers is in line with research conducted by Afni (2010) which states that there is a significant positive correlation between the principal's situational leadership style and the motivation to excel.

F. The Indirect Effect of Situational Leadership of Principals with Teacher Creativity Through Emotional Intelligence of Teachers at SDN Banjarmasin Tengah

The results of the analysis show that indirectly the situational leadership of the principal is related to the teacher's creativity through the emotional intelligence of the teacher with a value of 0.033, which means indirectly that the emotional intelligence of the teacher is able to mediate the situational leadership of the principal with the creativity of the teacher at SDN Banjarmasin Tengah.

Amiruddin (2018: 224) said that the situational leadership of a good school principal is able to encourage teacher creativity to develop the potential that exists in him, many things can be seen from the teacher's creativity in learning, one of which is readiness in preparing learning tools, as the principal has become an obligation in controlling the learning tools presented by the teacher so that it can be seen the teacher's creativity in running the task. In making learning tools, teachers also need quality self-character so that all

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tasks in school can be completed properly. The self-character of a teacher can be seen from the emotional intelligence of the teacher. Wahjosumidjo (2011:3) states that the principal plays an important role in advancing the school he leads. The ability, will and personality of the teacher are not exactly the same between one teacher and another. This difference indirectly affects the creativity produced by teachers in carrying out their daily duties at school.

G. Indirect effect of Principal's Situational Leadership and Teacher Creativity through Achievement Motivation at SDN Banjarmasin Tengah

The results of the analysis show that indirectly the situational leadership of the principal is related to the creativity of teachers through the motivation of teacher achievement with a score of 0.138, which means indirectly that the motivation of achieving teachers is able to mediate the situational leadership of the principal with the creativity of teachers at SDN Banjarmasin Tengah.

Amiruddin (2018: 223) said that the creativity or work of a teacher in relation to his duties as an educator can be identified in carrying out the learning process. The process of increasing the motivation of outstanding teachers, the role of the principal as an educator is very important, because with the actions of the principal (advice, order or reprimand) teachers will work more vigorously to achieve their goals.

IV. CONCLUSION

There is a direct and indirect correlation between the principal's situational leadership, emotional intelligence, and motivation for achievement in teacher creativity. Teachers should be more open in coordinating with fellow teachers and with the principal in carrying out their duties, and further increase cooperation between teachers and principals so that the school's vision and mission can be achieved optimally.

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