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Pemahaman Teknis Penyajian Artikel Penelitian

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ARTIKEL PENELITIAN

Apa itu penelitian & artikel penelitian?

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A **research article** is a journal article in which the authors report on the research they did. (Walden University, 2022), https://academicguides.waldenu.edu/library/evaluating/researcharticles

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"A **research article** is a *primary source*...that is, it **reports the methods and results of an original study performed by the authors**. The kind of study may vary (it could have been an experiment, survey, interview, etc.), but in all cases, raw data have been collected and analyzed by the authors, and conclusions drawn from the results of that analysis.

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BAGIAN DARI ARTIKEL PENELITIAN

There are essential components of an original/research article

- Title & Author(s)
- Abstract
- Introduction
- Methodology
- Results
- Discussion
- Conclusion
- References

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Mindful Leadership: The Ability of the Leader to Develop Compassion and Attention without Judgment - A Case Study of the Leader of Buddhist Higher Education Institute

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Abstract: The objective of this research is to describe the practice of mindful leadership at the IABS - Plum Village Buddhist Monastery Upper Hamlet, France, looking at the abbot's pattern and role in developing and managing the Institute of Advanced Buddhist Studies and the monastery. This research uses the approach of qualitative research with the method of a single case study. The research data collection uses the techniques of observation, interview, and documentation study. The research procedure used in this research consists of several research steps utilizing the case study method of Robert K. Yin: research planning, research design, research preparation, research data collection, research data analysis, and doing the research report. The research analysis is done by pattern matching. The data validity testing through data source triangulation and technique triangulation. The result of this research shows that mindful leadership can develop the ability to develop compassion and attention without judgment. The study shows that a leader has compassion towards global issues and can accept with openness. A leader who practices mindfulness for a long time can direct towards openness of one's self to others. The leader can lead with compassion and care and also understand hi members well. The ability to develop this compassion shows the ability to listen without judgment, not blame, and not discriminate..

Keywords: *Mindful leadership, mindfulness, deep listening, compassion, non-judgment, qualitative case study.*

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Research Article

Mindful Leadership: The Ability of Leader to Establish Connection to Others, Community, and Deal with Changes Skillfully-A Case Study of Buddhist Higher Education Institute Leader*

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Abstract

This research is a single case study using a qualitative approach that produces descriptive data consisting of written or oral words resulted from interviews and observation. The research was carried out at the Institute of Advanced Buddhist Studies – Plum Village Buddhist Monastery Upper Hamlet of France. The research procedures used in this case study consist of six steps of case study research by Robert K. Yin namely: plan, design, prepare-share, collect-design, analyze-collect or collect analyze, and share. The research data collection was obtained by purposive sampling and snowball sampling involving researchers and informants such as the leader (Abbot) of IABS – Upper Hamlet, policymakers, and policy actors. Data analysis techniques are used through pattern matching, explanation making, and analyzing data time series. This research found that through mindful leadership the leader has the ability to deal with other parties, communities, and directing change skillfully. Leadership that focuses on the connections formed between leaders and followers, it is seen in various aspects which show that the relationship formed between the leader and members of the community is so close and directed. Mindful leadership which is based on the approach to build a community or also often known as the community life approach in every action of his leadership.

Keywords: Mindful leadership, mindfulness, community building, deal with changes, qualitative case study

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A Case Study of Mindful Leadership in an Ability to Develop Focus, Clarity, and Creativity of the Buddhist Higher Education Institute Leader

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Abstract

The objective of this research is to describe the practice of mindful leadership at Buddhist Higher Education Institute, the Institute of Advanced Buddhist Studies – Plum Village Buddhist Monastery Upper Hamlet of France, looking at the abbot's pattern and role in developing and managing the Institute of Advanced Buddhist Studies and the monastery. This research uses the approach of qualitative research with the method of a single case study. The research data collection uses the techniques of observation, interview, and documentation study. The research procedures used in this case study consist of six steps of case study research by Robert K. Yin. The research data collection was obtained by purposive sampling and snowball sampling. Data analysis techniques are used through pattern matching, explanation making, and analyzing data time series. This research found that mindful leadership can develop concentration and be more focused and have clarity. Clarity within the leader can bring up conditions of calm and peace that give a significant effect on how to respond to an existing condition. By being calm, then the leader has clarity and creativity. This situation helps the leader to recognize what is happening and helps further to decide what to do. This decision helps leadership in responding to the situation. Mindful leadership focuses on actions and internal circumstances, not on intellectual quality. The development of the leaders' internal state is related to the behavior and emotional state of each of them. Leadership that provides democratic qualities in the delivery of opinions and decision-making processes both personally and collectively strengthen the effectiveness of his leadership, and develop essential behaviors related to emotional and social intelligence.

Keywords: mindful leadership, mindfulness, decision making, educational leader, qualitative case study

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Introduction

It is known that the leadership issue and crisis make many leaders and practitioners eager to apply applicative and practical teaching practices in order to face the 21st century. In the dynamic workplaces today, leaders who can challenge the status quo are needed in order to inspire and influence the organization members, and also help to develop and take care of the workplace well (Lunenburg, 2011). The real crisis happening today in leadership is on how to become trustworthy, selfless, honest, and caring. These are extraordinary qualities. If leaders consistently display these behaviors, the workplace and its employees will perform better in many things. However, not all leaders, including those who are famous and successful, show these qualities (Hougaard, Carter, & Dybkjaer, 2017). Leaders must respect and take advantage of opportunities to increase their self-awareness fully about characteristics, skills, and behavior that are relevant. Leaders must develop flexible and adaptive skills in a world that is full of changes, uncertainty, difficulty, and pressure (Yukl & Mahsud, 2010).

Mindful leadership has a positive and significant correlation between mindfulness and flexibility of leadership. Leaders who are more mindful have more ability to perform a leadership style that is more flexible (Baron, Rouleau, Grégoire, &

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Baron, 2017). Mindfulness practice is a strong and effective tool to help leaders face adaptive changes in this era. Becoming mindful ensures leaders to be able to keep focusing on the vision and goals that are in progress. Most leaders do not have a clear vision and goals for themselves or their organizations (Hunter & Chaskalson, 2013). Furthermore, other mindful leadership studies reveal that continuous mindfulness practices in leadership reduces stress, increases health, and can affect transformational leadership. Therefore, it increases intrinsic motivation and performance (Kroon, Van Woerkom, & Menting, 2017; Wasylkiw, Holton, Azar, & Cook, 2015). When leaders consider ways that can increase effectivity and also reduce their stress, mindfulness can offer practices for both. It is a strong commitment to reducing stress and leadership behavior that is effective, and it also boosts progress for education leaders (Wells, 2015).

Mindfulness helps leaders to have skills in awareness, love, sympathy, self-care, care for others, and care for nature. However, they will be humble in their contributions. They have high motivation in giving their service for others and find peace in themselves by practicing meditation and mindfulness and also nurturing compassion, understanding, and peace (Xuan Bach, 2014). Mindful leaders are aware that the combination of presence, awareness, calmness, focus, clarity, balance, positivity, compassion, and flawlessness makes them become better leaders, and they continue to make an effort to develop these skills further (Chatterji & Zsolnai, 2016). Great leaders face the uncertainties of the world with hope: they inspire with a clear vision, optimism, and deep faith in their abilities and their people to transform dreams into reality. Great leaders face sacrifices, difficulty, challenges, and opportunities with empathy and love for the people they lead and serve (Boyatzis & McKee, 2005). Their people are developed through training and accompaniment with compassion. Compassion and non-judgmental are the center of mindfulness (Wells, 2015).

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Literature Review

Leadership

In an educational institution, management is related to functions. Meanwhile, leadership is based on the process of influencing consciously and the relationship with members. Experts define leadership as a process of influencing the leader and the followers to achieve an organization's goals through changes in a process in which influence is intentionally given to another party to counsel, construct, facilitate activities, and relate with a group or organization which is organized by having real results which reflect their everyday goals (Achua & Lussier, 2010; Daft, 2015; Hughes, Ginnet, & Curphy, 2012; Yukl, 2009). The dimension of leadership in education institutions consists of the vision, values, and transformational which focus on human resources (Muraru & Patrascu, 2017).

Leadership in education occurs when the leader takes the initiative to facilitate the existing condition to apply changes in teaching and learning. They must create opportunities to make it possible for followers to develop personal understanding and form social groups to make it possible to support each other during the process of change. They must also have the drive to think about training (Ibrahim & Abdalla, 2017; Wulandari, 2019). Leadership in educational institutions is an essential factor in achieving high performance. The leader makes a significant change in any organization (Atkinson, 2013). Leadership in education may also be understood as a process of influencing based on values and explicit beliefs, and even direct a vision for the organizational institution (Bush, 2007). Leadership is also a process of creating changes in maintaining the status quo which exists in management. Focus on self-awareness, reflection, and setting priorities becomes self-mastery in leading change in an organization (Antonio & Jonathan, 2007).

Within a leader, leadership is unique because every leader has characteristics and a leadership style that is different from others in initiating and directing followers. Leadership is a tender process in giving reciprocal influence which combines thoughts, feelings, and actions. This yields cooperation in serving the goals which are embraced by both of the parties – the leader and the followers (Bolman & Deal, 2008; Burmansah, Sujanto, & Mukhtar, 2019). The realization of leadership activities in a group and sharing activities in teams is essential in terms of leadership actions (Ersozlu, 2016). Leaders need to value and take advantage of opportunities to increase their mindfulness about relevant traits, skills, and behaviors. Leaders must develop skills to be flexible and adaptive in a world full of change, uncertainty, difficulty, and stress (Yukl & Mahsud, 2010). There is a lack of leaders who are fully aware of, whether in politics, religion, organizations, business, education, sports, and other institutions. So, there is an urgent need for leaders who are competent, principled, sensitive, compassionate and fully aware (Go & JE, 2015).

Relationship with the construct of mindfulness with leadership actions that is the ability to be aware, able to direct attention now and now, able to develop patience, listen deeply, build trust, develop compassion, balance without discrimination, the ability to let go of the remembrance of a view, not blame and judge, and not be reactive (Wells, 2015). Mindfulness and the application of mindful practices can have a great impact on leadership. Being fully aware and taking the time to be present and aware in a routine job can make a significant difference both for employees and the organization (Beverage, DeLong, Herold, & Neufeld, 2014).

Mindfulness

Mindfulness correlates with emotional intelligence, which is connected to good social skills, the ability to work together, and the ability to look at other perspectives. Practicing mindfulness has been repeatedly shown to gain other's attention, increase performance, increase productivity and satisfaction at work, and also improve the relationship

between colleagues. Therefore, it reduces stress at work. A mindful person can control their behavior better, and he/she is ready to set aside or change his/her internal thoughts and feelings and also take action based on impulse (Chaskalson, 2011). Mindfulness is defined by the experts as an activity of inner presence or awareness quality to pay attention to things just as they are intentionally and pay attention to things that we often miss, and also be aware of our experiences at the moment and now when they occur, without judgment, and with compassion (Black, 2015; Goldstein, 2016; Gonzalez, 2012). Mindfulness is a certain way to give attention and the awareness that emerges through attention and also a way to look closely into ourselves with the motivation to know and understand ourselves (Kabat-Zinn, 2005). Mindfulness practice is needed to create an effect which is beneficial related to the role of the practice itself formally and informally. Understanding this issue is essential to support the maintenance of these mindfulness practices and to maintain the endurance and prosperity in the long term (Birtwell, Williams, van Marwijk, Armitage, & Sheffield, 2018). Mindfulness practice is an effective strategy to improve leadership (Wasylkiw et al., 2015). Mindfulness practice is the condition of the individual which is transformative; it nurtures leadership practices that are transformational and mindful. In the end, it creates an organizational culture that is mindful (Ulmcke, 2016). By having mindfulness in working, we can change how we respond to difficult work hours. In turn, this can change the culture of an organization. Mindfulness can give us a new way of working, and the workplace can be more humanistic (Gelles, 2015).

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Mindful Leadership

Mindful leadership is based on strong basic endurance. Strengthening the leader's ability to face various things and changes. The ability to investigate, innovate, and find new ways and perspectives together. Mindful leadership has a positive relationship with work performance as a whole and related with the prosperity of employees and also shows the potential role to lead the organization with mindfulness so that the leaders can control themselves and the team and also their organization more effectively (Koole, 2014; Reb, Chaturvedi, Narayanan, & Kudesia, 2018). Mindful leadership is defined by experts as attention which is given for the moment and now without judgment and paying attention to characteristics and also helps to maintain the condition of the mind to be optimal, develop intelligence in the process of influencing others in achieving goals by nurturing a healthy condition and becoming a beacon of kindness, responsive and clear, flexibility in thoughts and actions, ending the autopilot behavior and habits and also doing the best in certain conditions, even the most difficult ones (Adams, 2016; Bunting, 2016; Chatterji & Zsolnai, 2016; Dickmann & Stanford-Blair, 2009). Mindful leadership is also defined as the relationship between the mind and leadership and also focusing on the moment and realizing it (Beverage, DeLong, Herold, & Neufeld, 2014).

In mindful leadership, mindfulness is the basis of leadership which distracts attention to uncertain territory, without losing attention toward this moment and now. Mindful leadership ensures that the team and the organization have awareness about what they are doing. Also, for that, they must learn to shift between actions and reflections (Koole, 2014). Mindful leadership combines mindfulness practices with management techniques and practical leadership, which enables leaders to involve their various capacities with existing challenges. Mindful leadership experiences the internal and external world, and this directs the attention of the individual and group on the situation and what is desired by ourselves and them. Mindful leadership serves as a practice to observe the strong drive when reacting, the tendency of the mind to limit focus under the pressure of stress, the dynamics of awkward conversation can sometimes be solved by achieving the least general denominators to achieve agreement on the most skillful choice, and negative effects from excessive information (Adams, 2016; Koole, 2014; Marturano, 2014).

In relation to the development of a vision and communication, mindfulness is a unique source and key aspect for leaders to combine attention and reflection to communicate successful vision in emotional expression levels which are displayed by leaders in behaving and acting when understanding strategic goals clearly in the organization and department units (Walsh & Arnold, 2018). Wells describes more holistically the connection between mindful leadership and actions in leadership. Those leadership actions are forming a vision, developing culture, communicating, influencing, having power, modeling change, nurturing the organization, working together, capacity building in the organization, developing the main purpose, and solving problems and conflicts. The relationship with the mindfulness construct is the ability to realize, the ability to direct attention to this moment and now, the ability to develop patience, listen deeply, build trust, develop compassion, achieve balance without discrimination, the ability to drop certain perceptions, not blame and judge, and not behave reactively (Wells, 2015). Mindful leadership nurtures compassion and possesses real quality; it completely and perfectly increases the ability to pay attention without judgment in the current moment and leaves an impression of his presence on the people around him (Marturano, 2014).

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Methodology

Research Setting

The research was carried out at the Institute of Advanced Buddhist Studies (*Institut Des Hautes Etudes Bouddhiques*) - Plum Village Buddhist Monastery Upper Hamlet of France. The study was conducted in August 2017 until March 2019.

Research Design

This research is a case study using a qualitative research approach that produces descriptive data in the form of written or oral words from interviews with people and the observed behavior of people. The purpose of using this case study method is to understand real-life phenomena in-depth (Yin, 2009). In this study, researchers used a single instrument case study, in this case, the mindful leadership of the leader of IABS - Plum Village Buddhist Monastery Upper Hamlet of France. In a single instrument case study: the researcher focuses on an issue or problem and then chooses one limited case to describe this problem (Creswell, 2007).

Research Questions

The research questions are as follows: (a) How does the leader able to face difficulties and challenges? (b) How does the leader develop empathetic, compassionate, and non-judgmental actions through the mindfulness practice? (c) How does the leader apply the quality of compassion, empathy and non-judgmental in interacting with different people in the community (organization)? (d) How does the leader pay attention to and deal with each situation? (e) How does the leader show leadership with compassion and care for all the people?

Research Informants

Interviews with the informants are an important source of case study evidence because most case studies are related to human events or behavior (Yin, 2009). Researchers used purposive sampling and snowball sampling. To obtain data

information, researchers set informants as targets for research conducted in accordance with the quality and characteristics of the informants. In the process of collecting data, this research involved researchers and interviewed the leaders of IABS – Upper Hamlet, Implementing Coordinators, Daily Board of Management, Dharma Teachers, Students (Monks, Nuns, Sramanera, and Sramaneri). Those who were involved in this research are listed in the following table:

Table 1 Research Informants

Code of Informant	Status	Designation
A-CPH (*Key Informant*)	*Dharma Teacher*	The Abbot (Leader) of IABS – Plum Village Buddhist Monastery, Upper Hamlet, France
1-TDK	Bhikshu	The Coordinator of *Caretaking Council*
2-TBH	Bhikshu	The Coordinator of Short-term Education and Training Program
3-TDF	Sramanera	The Coordinator of IT and *Website*
4-CPB	*Dharma Teacher*	*Dharma Teacher*
5-TDB	Bhikshu	The Coordinator of Office
6-TDT	Bhikshu	The Coordinator of Building and Maintenance
7-TBT	Bhikshu	*The Assistant of Dharma Teacher*
8-SAP	Sramanera	The Coordinator of Monastic Library
9-TFN	Lay Practitioner	The Coordinator of General Students
10-TTN	Lay Practitioner	The Coordinator of Caretaking Council for Lay Practitioner
11-NYS (*Informants*)	Bhikshu	The Mentor of the Long-Term Program

Collecting Data Techniques

The principles that need to be considered in collecting case study data are, "(1) use multiple sources of evidence; (2) create a case study database; (3) maintain a chain of evidence "(Yin, 2009, pp. 114–122). In this research, data collection has been done in various settings, various sources, and multiple ways. Data collection techniques carried out by participant observation, in-depth interviews, and documentation. Data collection activities are collected from brochures (extensive forms), documents (documentation), and the results of records (archival records), interviews, observation, and physical artifacts. Recorded information is obtained from records, interviews and observational protocols. Data is stored in notes, transcripts, and files on a computer. Data collection procedures are carried out directly in the field with data collection techniques using participant observation, interviews, and documentation techniques while the instruments in this study were not used because they were not mass-produced and the informants of the research were policymakers at the Institute of Advanced Buddhist Studies - Plum Village Buddhist Monastery Upper Hamlet of France.

The following three data collection techniques are performed: (a) *Observation*, researcher are involved with the daily activities of IABS' leader who is being observed or used as sources of research data. (b) *Interviews*, the interview guide used only outlines the issues that will be asked, understand the situation and the right time conditions for the interview. (c) *Documentation*, in this research documentation study, is collecting documents and data needed for research problems and then analyzed intensively so that it can support and increase the trust and proof of an event. The results of the interview is more reliable and supported by documents related to the research focus. The types of documents include (1) personal documents and diaries, (2) personal letters, (3) autobiographies, (4) official documents, (5) photography, (6) statistical data and other quantitative data. The document is a transcript of data in the form of written interviews or other information products. The document category includes personal documents, official documents, and popular culture documents.

Validity of Data

Checking the validity of the data in this research includes four techniques, namely: data credibility, triangulation, transferability, dependability, and confirmability. Triangulation is a technique for checking the validity of data by comparing data collected, both in terms of data source techniques and theories. As for the types of triangulation that researchers use as follows: triangulation of sources, triangulation of methods, and triangulation of theory.

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This research shows that A-CPH practices mindfulness, and he can 'stop' and bring out focus and clarity within. This practice allows him to be compassionate. The attitude of empathy already present in self manifests into an attitude of compassion and more understanding. This attitude of compassion is automatic, when the practice of mindfulness is present, the seeds of mindfulness reveals in the mind of A-CPH as the leader. He is fully aware of the environment, and other parties are the level of compassion. It is formed from the leadership actions when thinking, speaking, and listening to other parties. Previous studies also reveal that this mindfulness practice has a strong connection to the development of compassion to others in one's self (Dudley, Eames, Mulligan, & Fisher, 2018; Van Wietmarschen, Tjaden, Van Vliet, Battjes-Fries, & Jong, 2018). Thought the practice of mindfulness and the ability to 'stop' and bring out clarity from within. Because of this clarity, the empathy that already exists within manifests into compassion and understanding. Wamsler and the other experts, in their research, state that mindfulness practices can bring about understanding, not only on the individual level but also on all levels (Wamsler et al., 2018).

A mindful leadership approach also provides qualities that are able to accept rather than reject reality and not blame others, have attention and do not become busy or disturbed not just observing with intention, being able to realize the moment at any time without regretting in the past and worrying about the past front, develop compassion and care without judgment and easily criticize others, able to let go of a defensive attitude towards a view, able to listen deeply, develop patience, be able to respond without anger or with an attitude of avoidance, and be able to build trust in others (Wells, 2015). The results of these studies and the effects of previous studies reveal similar findings, and mindfulness practices strengthen the ability to develop compassion within the leader.

Furthermore, A-CPH resolves the problems of his community members who are in difficulties and affective values in themselves as leaders by understanding the circumstances and situations faced by his members, so he knows what to say and what not to say. That practice is the quality of compassion, empathy, non-judgmental, and blaming when interacting with members of the community. Another mindful practice undertaken by A-CPH is the practice of 'beginning anew' that is practiced to solve a problem. A-CPH never immediately gave others judgment on what they did, even A-CPH could provide space without blame and let go, without being affected by the mistakes made earlier. A-CPH responses to this problem is an ability obtained from the practice of conscious living that it lives. A-CPH only facilitates its community without personal interests.

For that reason, many things A-CPH practices without discriminating against the ideas and suggestions that it provides. A-CPH will not take sides. A-CPH only presents to the community and lets the community harmonize itself. A-CPH can contribute to various forms of ideas and proposals to the community. But in the end, the community will consolidate all existing ideas and produce harmonious decisions. The application of compassion is done by giving contextual compassion and concern. The leader also observes and listens to his community members so that he knows how he must set the tone of his leadership. The leader develops compassion in mindful leadership with openness, self-care, understanding of all parties, loving speech, and careful listening. Mindfulness practices and compassion increase the leadership and decision making of the leader (Lewis & Ebbeck, 2014). The qualities of compassion are wisdom, strength, warmth, and no judgment (Gilbert & Procter, 2006). The leader must play various roles in different contexts for multiple purposes. Skills and personality traits have become essential for carrying out these roles which are centered on effective human relations. One of them is self-monitoring skills (Konan, 2016).

Conclusion

A-CPH through mindful leadership has the ability to develop compassion and attention without judgment. This ability to develop compassion and non-judgmental attention shows that leaders have an attitude of compassion towards global problems and can accept A-CPH can bring his leadership actions with compassion and care and able to understand members of the community well. This ability to develop compassion raises the ability to listen without being judgmental, not blaming, and not discriminating. He has a strong sense of friendship. Closeness without distance and hierarchy as a leader and subordinate by showing his leadership with an attitude of compassion and care. A-CPH also focuses on the performance of community members but also seeks to fulfill the potential of its members. IABS leaders with this leadership style have high ethical and moral standards for the knowledge learned and skills acquired.

Limitation

A limitation in this research is the practice of mindful leadership emphasizes the construct of mindfulness in developing leadership functions and actions within the international multicultural community. So that it becomes more challenging to explore information from informants because researchers must genuinely understand the demographics and culture and background of the informants and add time to field research to understand and explore it outside the context of research as proximity and life in a state of affairs in this research location. To further researchers in further researching the object of research from this single case study. That is, not limited to research in Buddhist tertiary higher education institutions and Buddhist monasteries. The research can be expanded through comparative quantitative and qualitative studies covering all types and levels of educational institutions with the hope of obtaining different results from the leadership practices of the leaders' mindful leadership.

Recommendations

Mindful leadership is expected to be the foundation of other types of leadership that can increase the effectiveness of performance and reduce the level of stress in leaders through sustainable, mindfulness practices. Especially in Indonesia, in the science of management education, this mindful leadership can be a new approach in the concept of leadership science and practice that can provide answers in the development of leadership characterized in this era of disruption 4.0 in the management and development of educational institutions and outside the world of education.

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How Does Transformational Leadership on School Leaders Impact on Teacher Creativity in Vocational High Schools?

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Abstract Background of this research was regarding the problem of the development of management in educational institutions in the aspect of learning management. Teacher creativity was an essential problem that often faced by many educational institutions. The problem of teacher creativity brought influence to the learning process, which could not be done effectively and efficiently because of lacking of competencies and skills, so that the teachers did not become creative and innovative. Many factors could increase teacher creativity, one of factors could increase was to implement the transformational leadership of the leaders in the school. The purpose of this study is to examine the impact on transformational leadership of school leaders perceived by school teachers to their creativity so that they can develop their creative behaviors to tasks, new ideas, innovations, and creations that could be potential to achieve the goals and values of the school organization well. This research used a causal survey method by using the path analysis technique. This study used the sample from 219 school teachers in 50 vocational high schools, which were selected using the Slovin formula. The result of the study reveals that there is a positive effect between the transformational leadership of the leaders and the creativity of the teachers in schools. The results of this research indicated there is a direct and positive influence of transformational leadership on creativity. Based on the conclusions, the results of this study can be used as recommendations to the leaders of educational institutions to serve as an effort to increase the creativity of teachers in their institutions.

Keywords Transformational Leadership, Leadership, Teacher Creativity, Vocational School Teachers

1. Introduction

The 21st century is the era of globalization or change that goes very fast in many sectors, including education at schools. To run a school as an organization, quality resources, one of which is creative teachers are strongly

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required to enable innovations in the effective and efficient learning process to develop. Concerning this, four competencies that must be possessed by every teacher to deal with learning in this current era include pedagogical, personal, social, and professional competencies. Besides, according to the UNICEF, four competencies are needed to develop by school teachers in the modern time, namely valuing learner diversity, supporting all learners, working with others, and personal professional development [1].

First, pedagogical competencies refer to educational and teaching qualifications. Second, personality competencies are those related to teacher' behavior, and this deals with the philosophy of life that makes teachers role models who have noble values to be emulated by students. Third, professional competences are the ability of a teacher to plan and implement the learning process, and the last, social competences are the ability of a teacher to adjust to the demands of work in certain surrounding environments in the community.

Besides, teachers of the current age are also required to be creative, in line with the demands of learning in the 21st century, namely communication, critical thinking & problem-solving, collaboration, and creativity & innovation, abbreviated as 4Cs [2]. Creativity is one of the abilities that should be possessed by someone to produce something new in the form of ideas or the work different from the previous one. In creativity, there exists originality, effectiveness, freedom, and flexibility of thinking [3]. Creativity can be possessed by anyone, and it can arise from the intelligence the person has [4]. Intelligence can increase creativity, and it is based on three basic individual components, namely skills that are appropriate to their expertise, skills that follow creativity, and task motivation [5].

Some measures can be done to increase creativity, one of which is by implementing transformational leadership. Leadership concerns with influencing and motivating organizational members to contribute to achieving organizational goals [6]–[8]. Therefore, to develop teacher creativity in the 21st century, transformational leadership can be applied. Transformational leaders are those who transform personal values to their members to support the vision and goals of the organization and create good relationships between leaders and members based on trust aim to improve their organization [12]–[14]. The creativity will be increased along with the treatment of transformational leadership from the leader to their members. Members will have more confidence in their ability to be creative at work. From the explanation of the concepts and results of the previous researches the abovementioned can be concluded that transformational leadership can positively influence creativity [4], [15].

1.1. Objectives of the Study

The aim of this research is to obtain correct and reliable comprehension regarding transformational leadership towards teachers' creativity. This study is conducted to know: the direct and positive influence of the transformational leadership on the school principals toward teachers' creativity.

1.2. The Hypothesis of the Study

Based on the existing literature regarding this research, the hypothesis is **H1:** There is a positive and direct effect of the transformational leadership of school principals toward teachers' creativity.

2. Theoretical Foundation

2.1. The Impact of Transformational Leadership on Creativity

Transformational leadership style in fostering creativity is mediated through the creativity of themselves within an organization [16]. In the education context, the principals' transformational leadership influences on the teachers' creative behavior has an impact on the psychological safety climate [13], [17]. Transformational leadership leaders through the dimensions of intellectual stimulation increase the creativity of their followers and become skilled to solve problems [14], [18]. Furthermore, transformational leadership has a significant impact on employee creativity processes which shows that task with complexity and which can support for innovation moderate the relationship between transformational leadership and involvement of

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of this leader can have a positive influence on the development of creativity [19].

3. Literature Review

3.1. Creativity

Creativity in organizations is the process of generating ideas, procedures, and new products that are beneficially carried out by individuals who work together in a unified system [20]. Besides, it is defined as a way of thinking about new ideas that are useful and have the potential to be able to contribute to individuals, groups, and organizations [21]. Other researchers state that it is a person's ability to generate new ideas that are different from previous ones and have value to solve problems [4]. Creativity can also play a role in identifying, overcoming, and solving existing problems so that they can be used in decision making [22].

In a dynamic environment, creativity is highly required to overcome an uncertain condition. It can be said that creativity is a unique approach regarding different perspectives or thoughts in generating new ideas and solving existing problems [23], [24]. This is because creative people can think abstractly, develop imagination, synthesize issues, recognize patterns, and empathize with others. Other concepts of creativity can be interpreted as a person' ability to be able to visualize, produce, and implement ideas on new concepts or associations between old ideas with new ideas to produce useful values [25]. It deals with a person' ability to combine ideas in unique ways or associate extant ideas to become up-to-the-minute ideas [19]. The process of generating ideas with new approaches or associations with the result becomes a useful

Besides, it refers to a set of abilities possessed by a leader to be able to create a vision, predict changes, and be able to guide members in bringing about changes effectively [22], [30]. It can also be interpreted as a leader who inspires and moves their members to prioritize the interests of the organization rather than their interests [23], [31]. In other words, such leaders can inspire members of the organization, see the future with a vision, and can develop others to become a leader [25], [32].

Based on the concept of transformational leadership discussed above, it emphasizes how a leader can exert influence on members so that their members can make a difference. A leader should be able to recognize future changes, create envisaged visions, and guide these changes in a better direction.

Transformational leadership can occur when leaders make three approaches [21]. First, they increase the awareness of members about the importance of the task at hand. Second, they make their members aware of the development of their competencies. Third, they motivate members to work for the good of the organization and not just personal interests [21]. In addition to these three approaches, McShane & Glinow suggest four components be built and provided as an understanding to members of the organization regarding the transformational leadership approach. These four aspects include developing a strategic vision, communicating the vision, modeling the vision, and building commitment to the vision [8].

In the practical application of transformational leadership, Bass divides the model of leadership into four dimensions, and this is supported by other experts. The four dimensions are the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration [10], [23], [25], [33]. First, the idealized

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4. Methodology

4.1. Research Approach

This research is a quantitative research approach applying the survey method with a causality whose focus is to assess the creativity of vocational school teachers. This research approach describes that survey research involves collecting data to test hypotheses or to answer questions about the opinions of others about a theme or problem. This survey is an instrument that functions to collect data by describing one or more characteristics of a particular population [47], [48].

4.2. Validity & Reliability

Table 1. Result of Validity Test

Instrument	N	Valid Item	Invalid Item
Creativity	40	33	7
Transformational Leadership	40	35	5

Table 2. Result of Reliability Test

Instrument	Valid Item	Alpha Value	Note
Creativity	33	0,920	Reliable
Transformational Leadership	35	0,944	Reliable

4.3. Research Instrument

Creativity is the way of thinking to create and to develop a new idea by school teachers on their works in the learning process, with following indicators; (1) originality of ideas, (2) independence of thinking, (3) smoothness of thinking, and (4) personal flexibility.

Transformational leadership is the school principals' action to inspire the school community in order to develop and to manage the school and human resource to achieve the school goals, with following indicators; (1) idealized influence, (2) inspirational motivation, (3) intellectual stimulation, and (4) individual considerations.

The instrument used to obtain transformational leadership, and creativity data includes close-ended questionnaires with Likert scale responses. The responses cover five categories consisting of 1 for never, 2 for rarely, 3 for sometimes, 4 for frequently, and 5 for always.

4.4. Participants

This research was conducted in vocational high schools in Karawang Regency, West Java, Indonesia. The analysis unit in this research was the vocational high school teachers. The population was all the vocational high school teachers. The population was homogenous that all the teachers as participants were selected by using simple random sampling method by choosing the members of the population randomly. The population was homogenous that all the teachers as participants taken from public vocational schools with a large number. From the existing population, the number of samples was calculated with the Slovin formula. Therefore, the sample used in this research was 219 teachers.

4.5. Data Collection

To collect data in this research, a questionnaire was used for the two variables: transformational leadership (X1) and Creativity (Y). All the questionnaires were filled in by teachers from Vocational High Schools. All the research instruments had been tested and analyzed by the validity test, and all the instruments had high reliability. Thus, all the instruments could be used in the research to collect data.

4.6. Data Analysis

The purpose of this research is to know the impact and influence of one variable on other variables, namely, the transformational leadership of the school principals towards school teachers' creativity. In this research was analyzed through path analysis techniques.

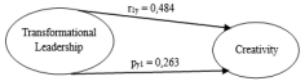

Figure 1. Structural Model of Inter-Variable

5. Results and Discussion

Normality Error Data Test for Estimated Creativity on Transformational Leadership (Y over X_1), based on the (Lilliefors Test), L_{count} 53 0.053 and L_{table} 0.060 were obtained. This means that the error of estimated creativity on Transformational Leadership is normally distributed. The calculation of the significance and linearity of the regression looks f_{count} of 66.282 the value is greater than the F_{table} of 3.885 if taken the real level $\alpha = 0.05$. Thus it can be concluded that the regression equation of creativity on transformational leadership is very significant. From the regression linearity test, it is obtained F_{table} 0.900, and the value is smaller than the F_{count} with a value of 1.377, while the real level is $\alpha = 0.05$. Therefore, the regression equation of creativity in transformational leadership shows a significant value.

After calculating the results with SPSS 20 and doing the statistical analysis, the researcher found a direct effect of previous studies, that intrinsic motivation becomes a very significant mediator between transformational leadership and employee creativity [11], [52], [53]. Transformational leadership fosters employee creativity by developing a creative work environment [16], [52], [54]. Additionally, intrinsic motivation, task complexity, self-efficacy, and support for innovation mediate the relationship between transformational leadership and the involvement of the creative process of employees [13], [15]. Principal's transformational leadership is significant to teacher creativity by involving intellectual stimulation and involvement in the decision making dimension [17].

Furthermore, based on comparison from the result of this study and the previous researches of transformational leadership of school leaders impacts to the teachers' creativity also generally happened to other countries, but there are differences which influence factors of transformational leadership characteristics that impact to the teachers' creativity. Reviewing related research studies and synthesizing them with what has been found under the study, the researchers found that there are differences between the research findings and the results of previous studies. This research found that to increase teacher creativity through transformational leadership places more emphasis on the idealized influence by leaders' instilling positive values, setting good examples, and performing self-confidence, whereas previous research studies suggest enhancing creativity through transformational leadership through the aspects of the work environment [55], intrinsic motivation [56], [57], task complexity [12], [58], self-efficacy [59], intellectual stimulation [60], decision making [12], and psychological empowerment [56].

6. Conclusions & Limitations

Based on the results of the analysis and discussion, this study arrives at some conclusions. First, there is a direct and positive influence of transformational leadership on teacher creativity. The influence of transformational leadership on creativity can be seen from the four dimensions, namely the idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Based on the findings of this study, all four dimensions influence creativity; however, the most significant or highest influence on creativity has been contributed by the ideal influence. Thus, to increase teacher creativity, school principals can implement transformational leadership by prioritizing the idealized influence dimension first, then followed by the dimensions of inspirational motivation, intellectual stimulation, and individual consideration.

As transformational leadership has a direct and positive effect on teacher creativity, school principals can implement transformational leadership to increase teacher idealized influence, the inspiration motivation, intellectual stimulation, and individualized consideration. Transformational leadership conducted by principals is expected to focus on changing teacher behavior to be more creative, stimulating, responsible, and confident in achieving the goals set. Transformational leadership, that one that provides the opportunity for its members to always make changes, is determined to work best for the organization to achieve beyond the expected results. Thus, if transformational leadership is applied correctly, it can support the organization in meeting the expectations and respond to the needs of the teacher' creativity, so that the predetermined goals are achieved.

7. Recommendations

Vocational School teachers are expected to have the view that creativity in teaching is really crucial to have and develop. By having creativity in teaching, the educational goals set by the school can be achieved properly. Thus, what must be done to develop creativity is that teachers should be open-minded, accepting criticism, abandoning old and ineffective methods, updating any information on teaching, exchanging ideas with peers, solving educational problems, and participating in various training programs or workshops to improve their competencies.

Whilst for vocational school principals, the recommendations include the following items. (1) Creating a kind of Teacher Creativity Improvement (TCI) program based on the school work program created for one year such teacher in-house training, teaching method and motivation workshop, ICT program for teacher training, problem solving workshop for teacher, and etc.; (2) Communicating with other school principals at the Principal Work Meeting (PWM) for sharing information about efforts in improving teacher creativity in addition to creating discussion forums (FGD) for creative teachers periodically by inviting educational experts; and (3) Creating a pleasant school environment, by providing facilities or infrastructure that can improve teachers' enthusiasm in carrying out the teaching process and creating a comfortable atmosphere for teachers in the school environment.

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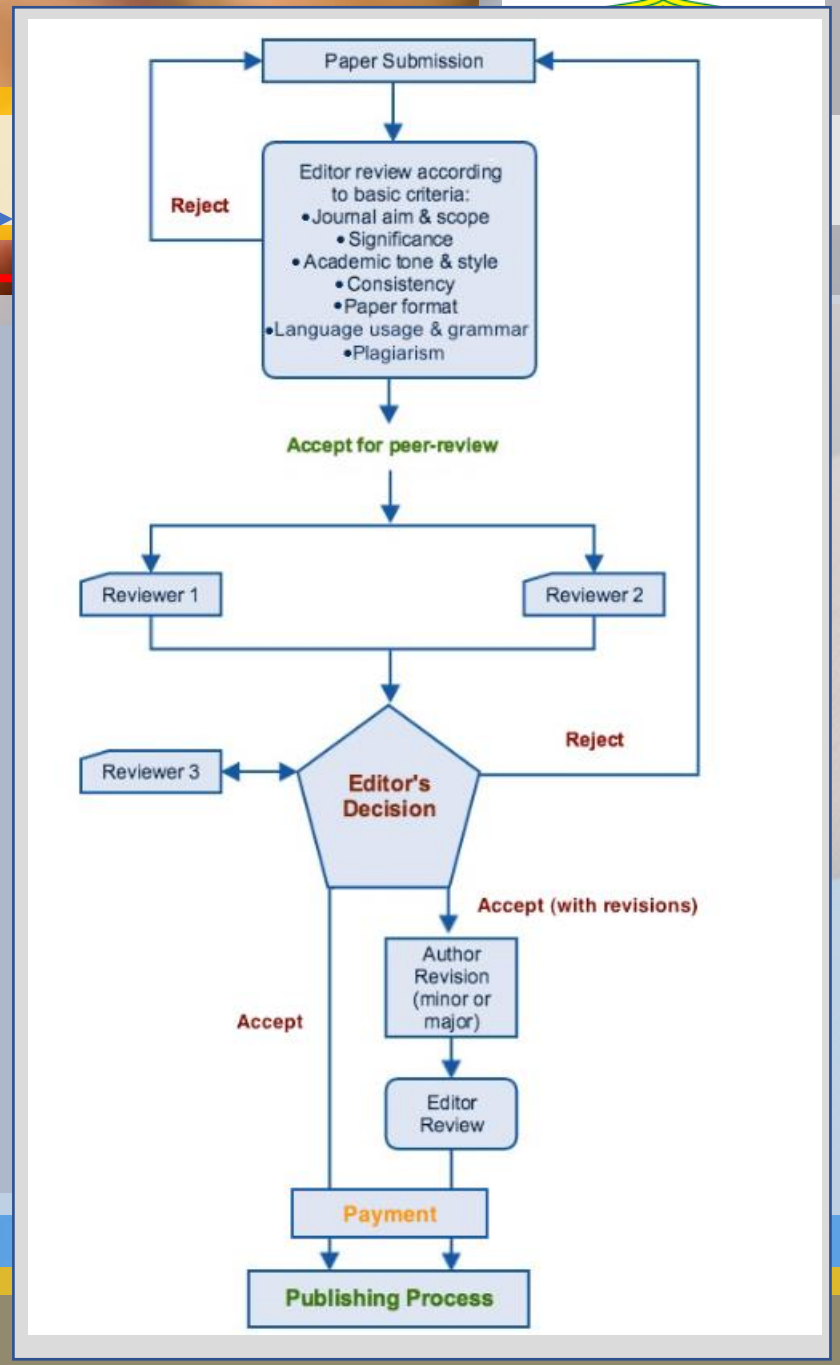

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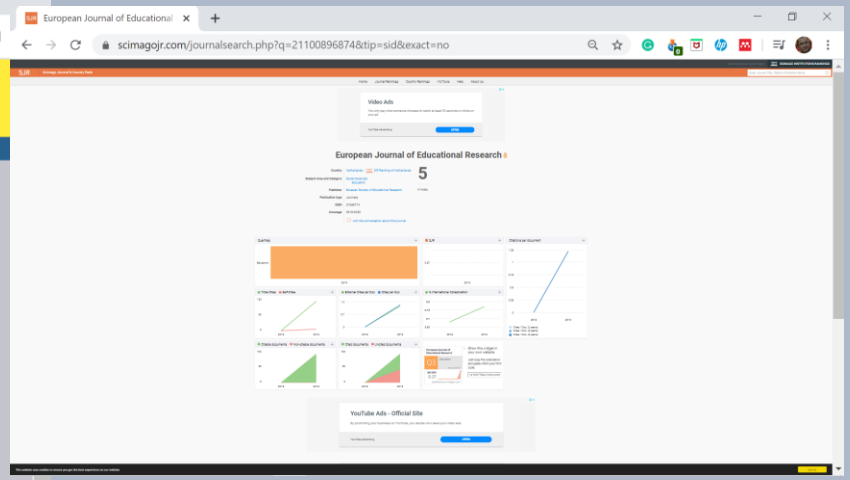

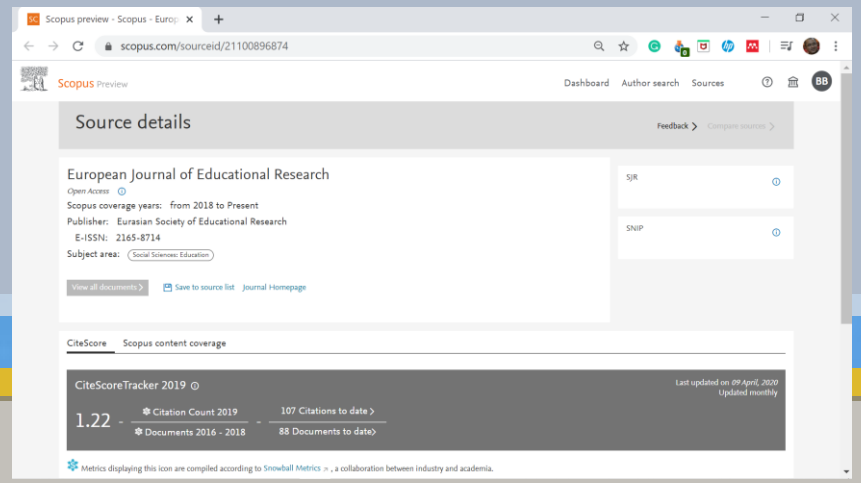

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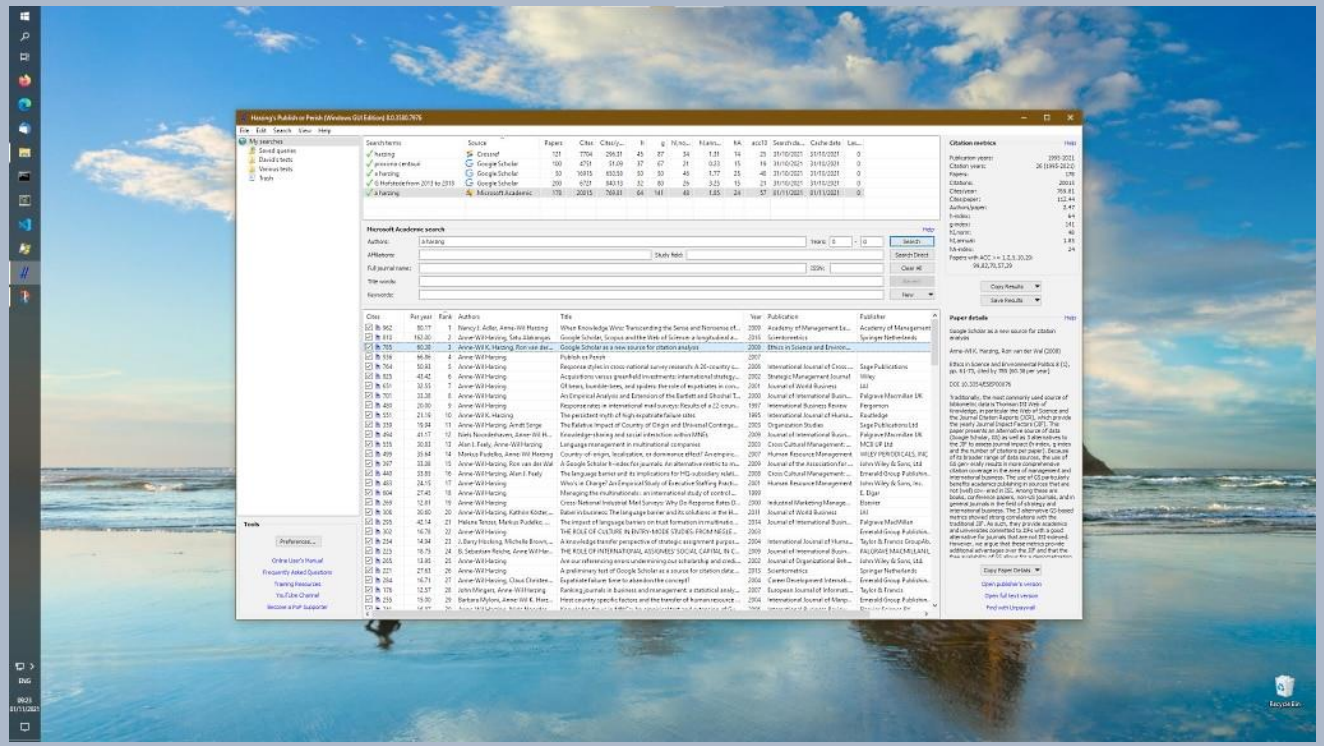

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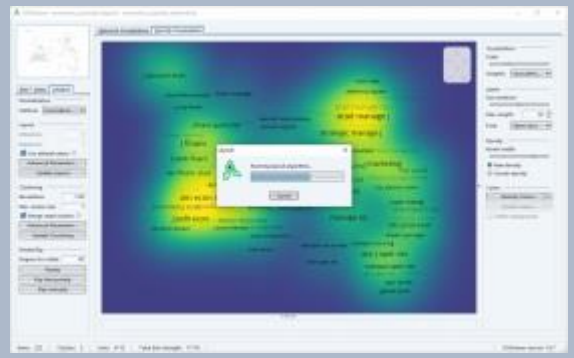

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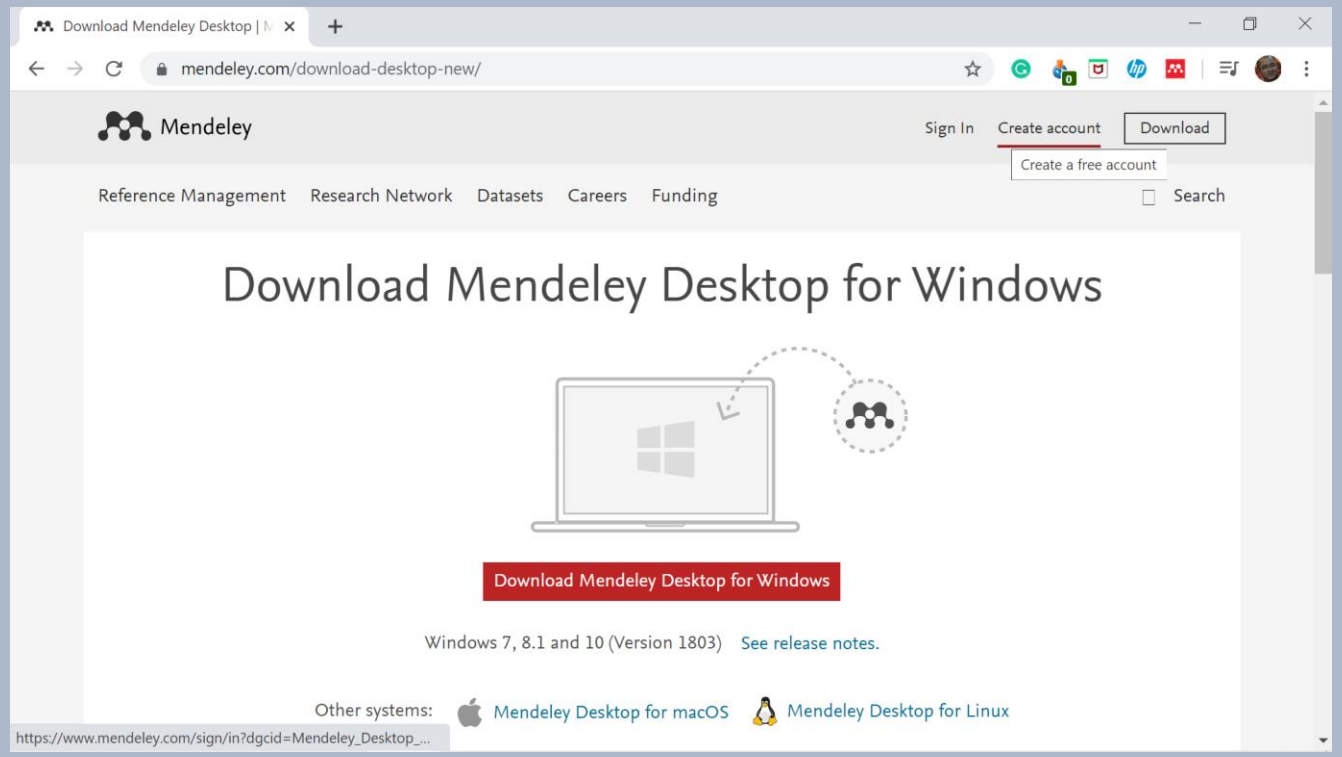

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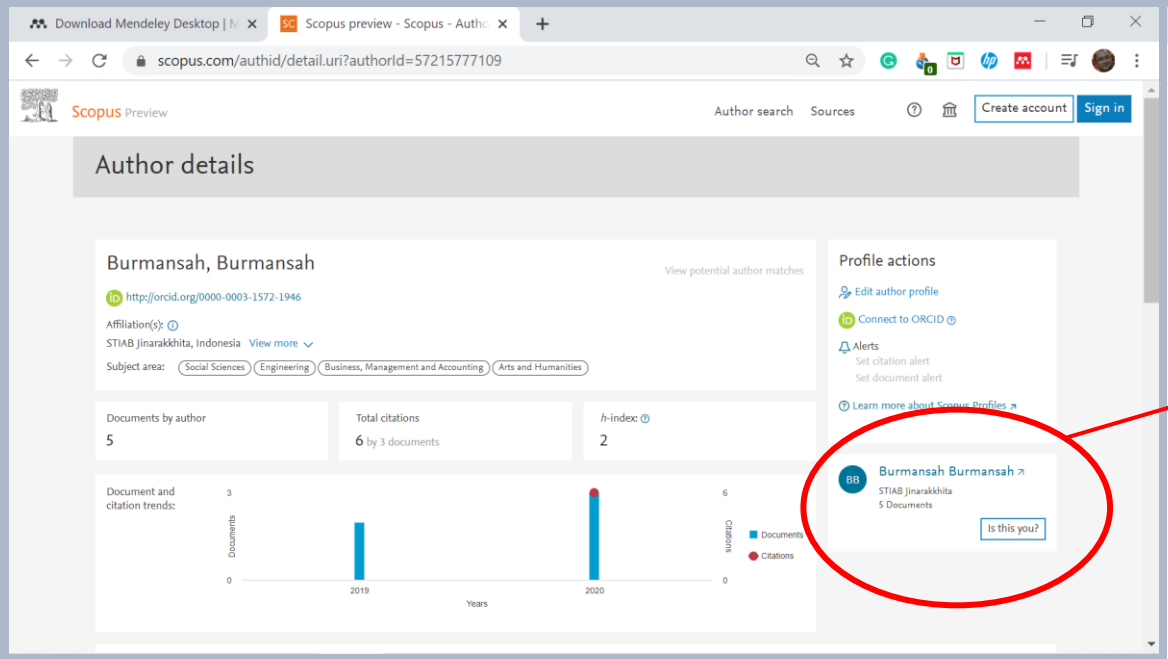

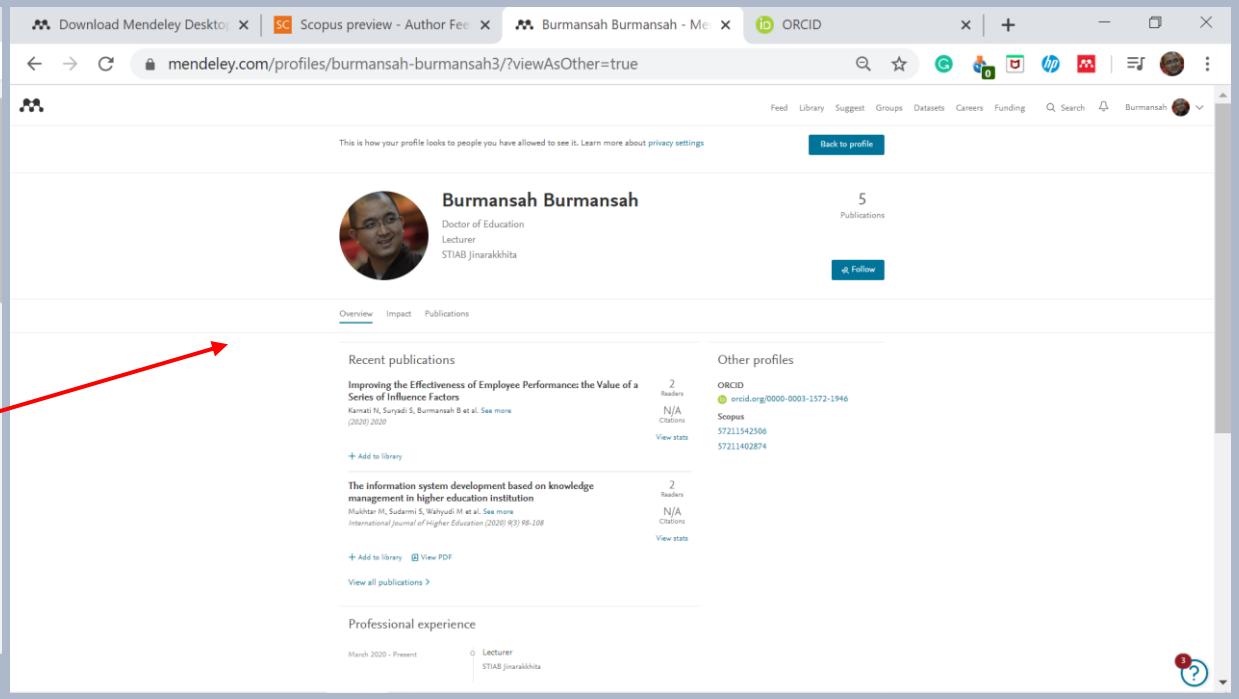

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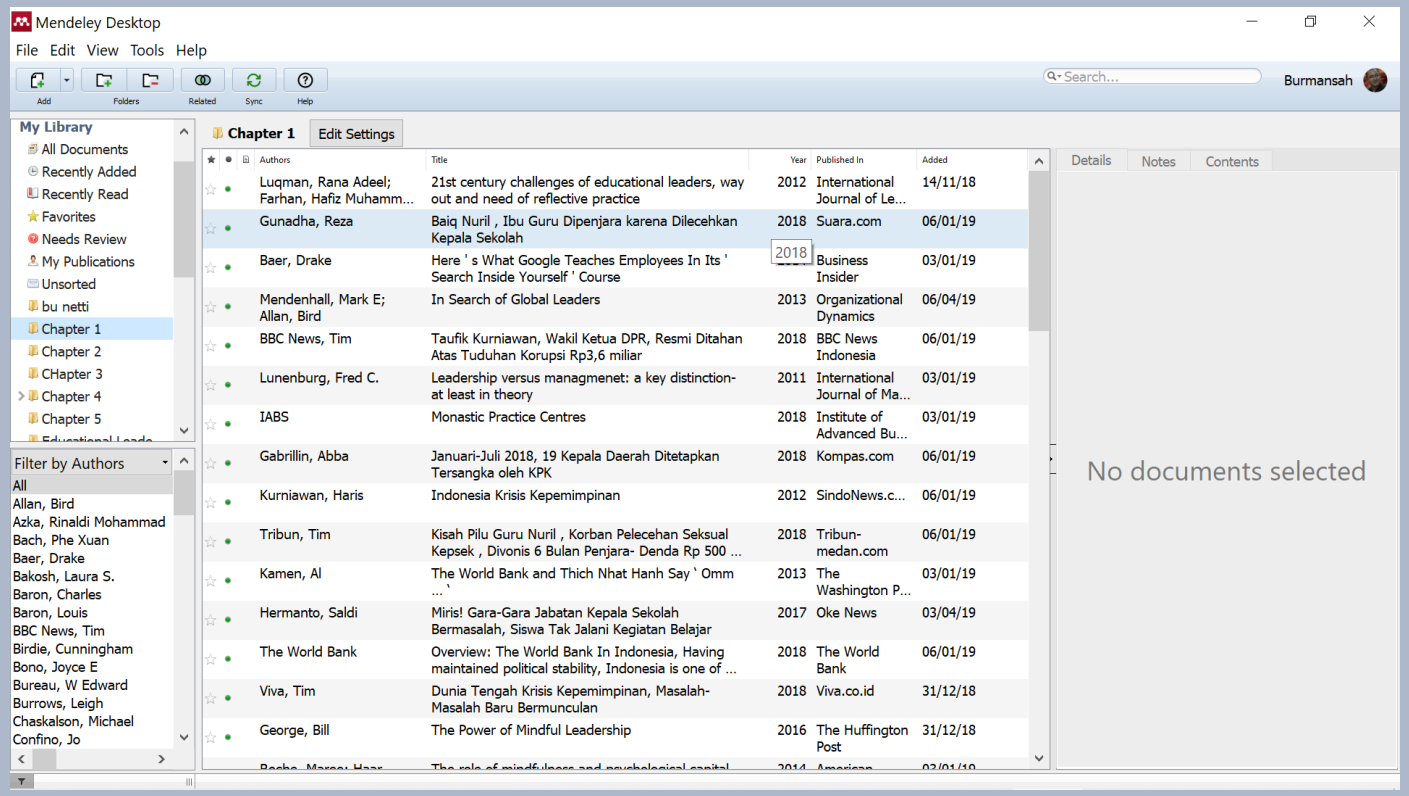

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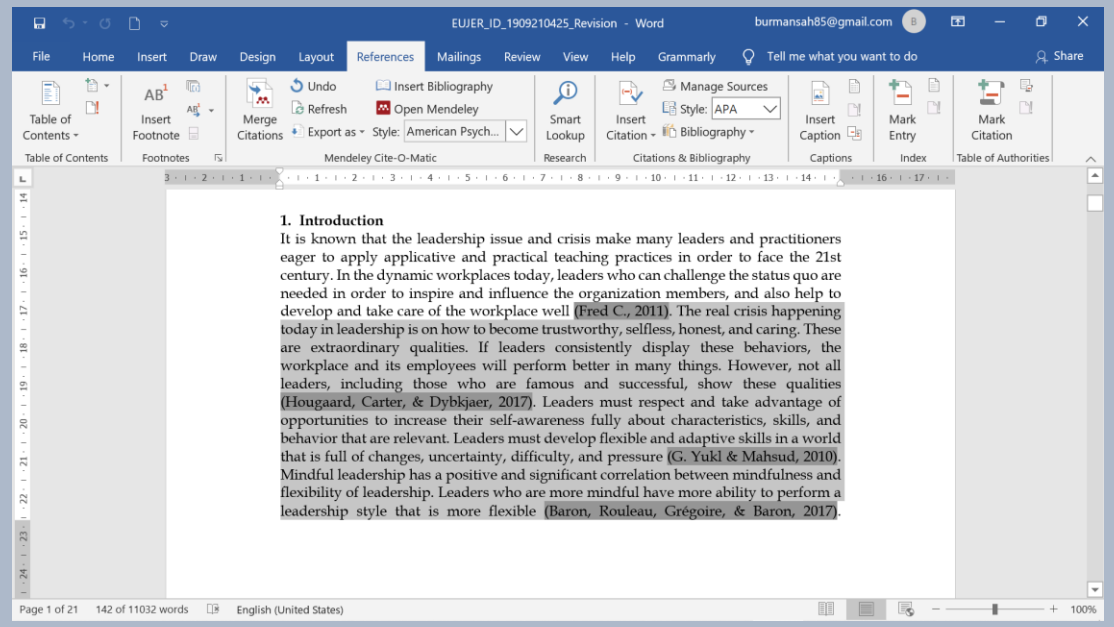

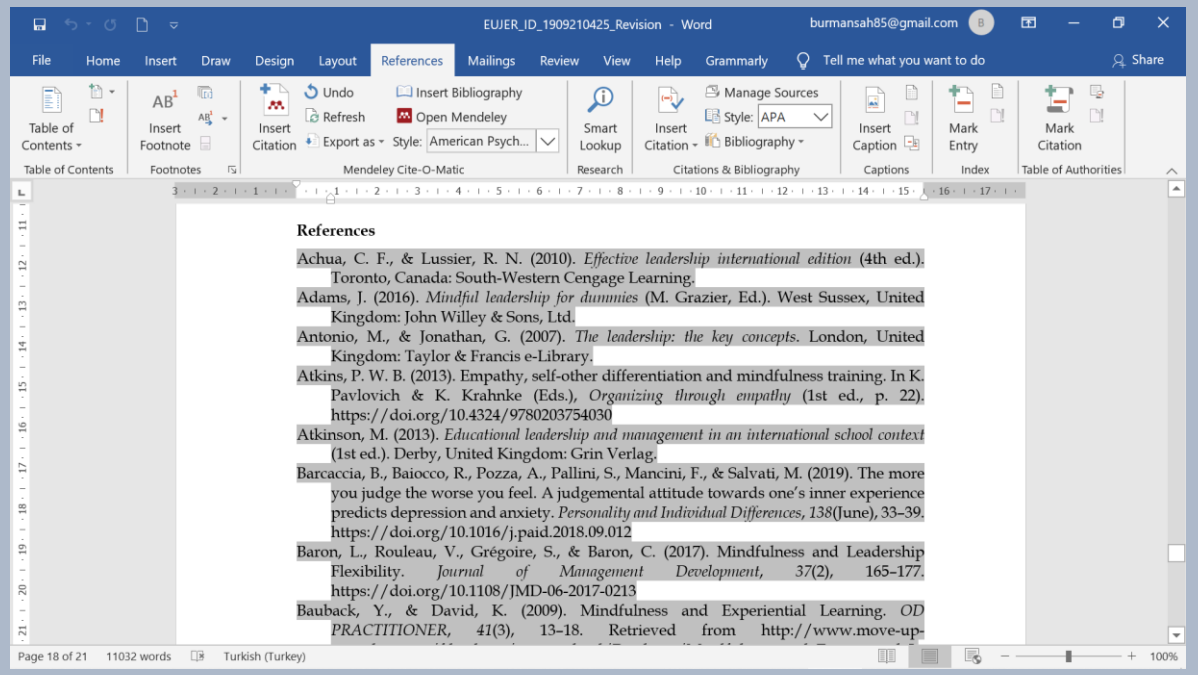

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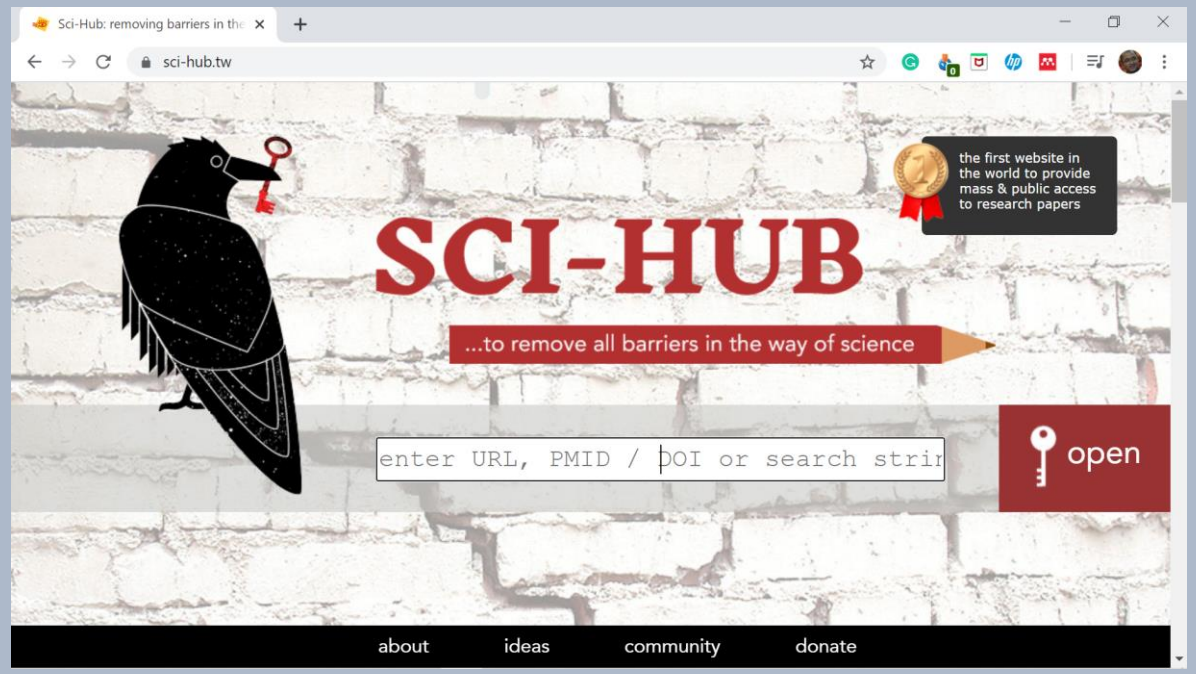

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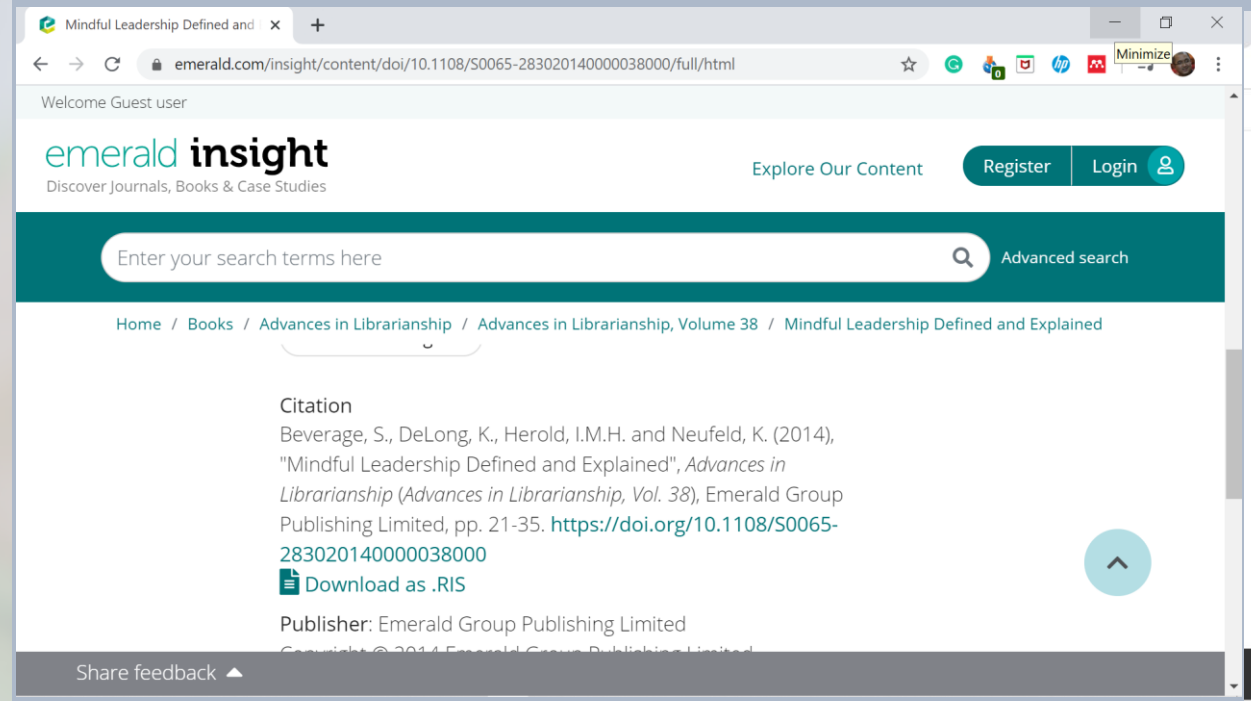

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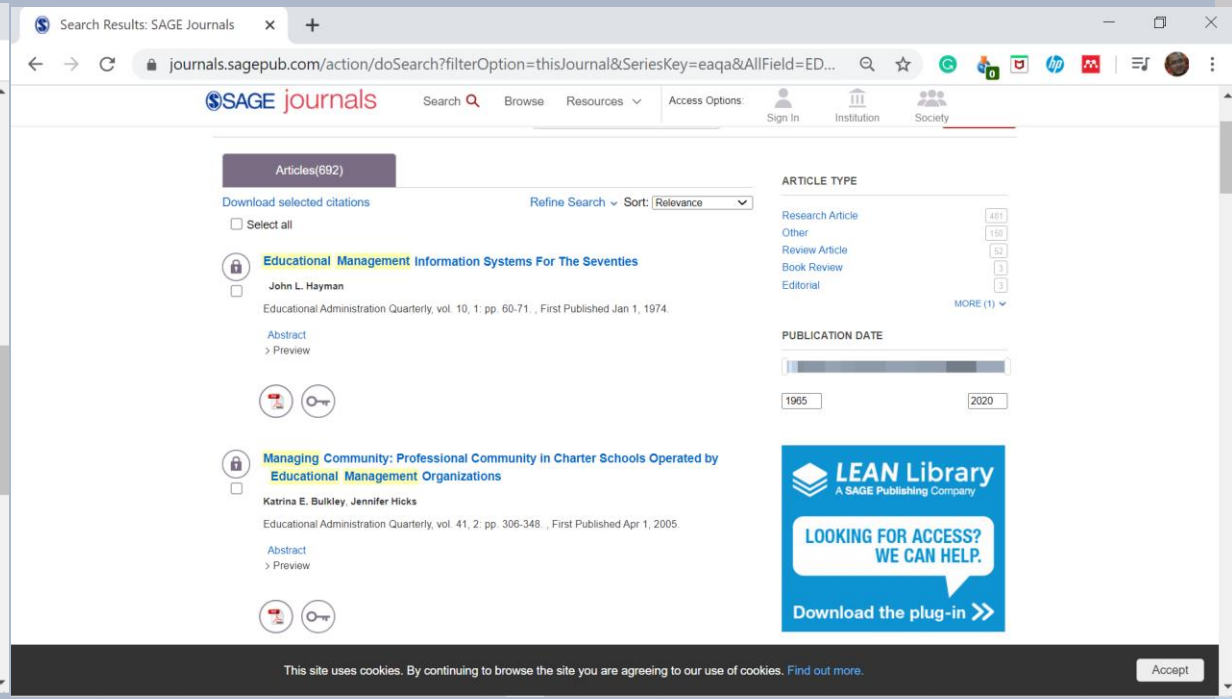

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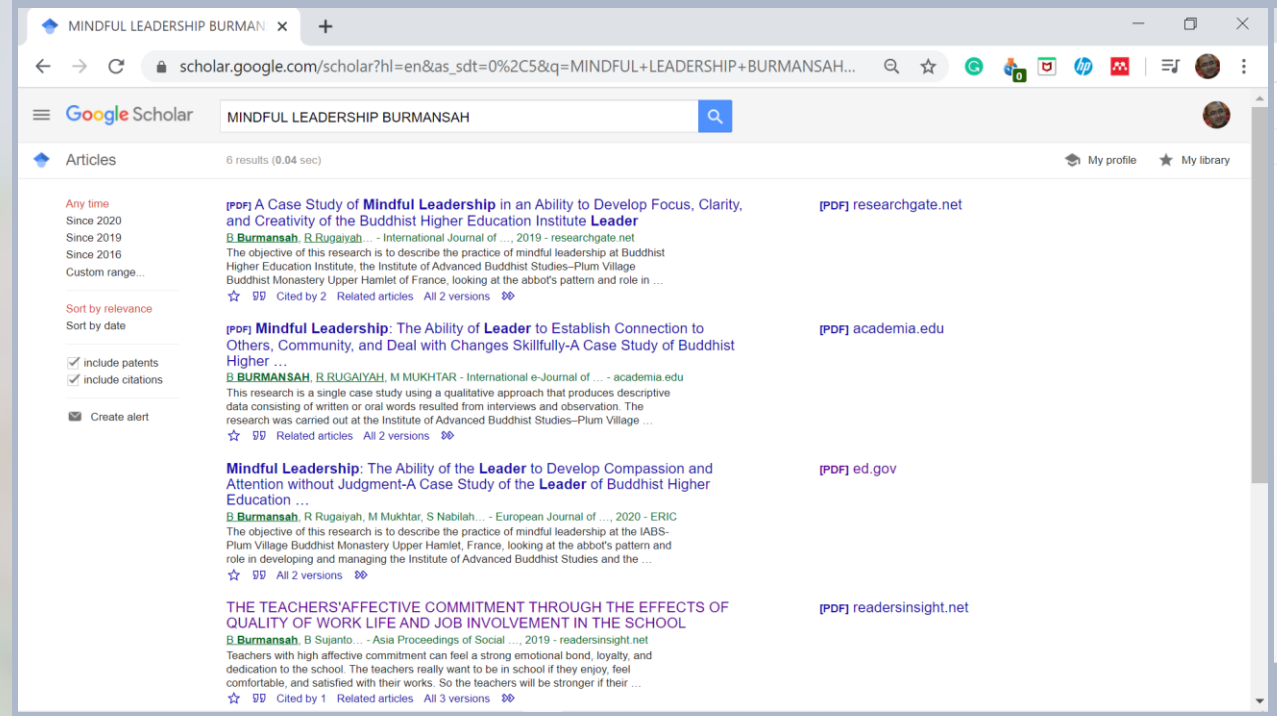

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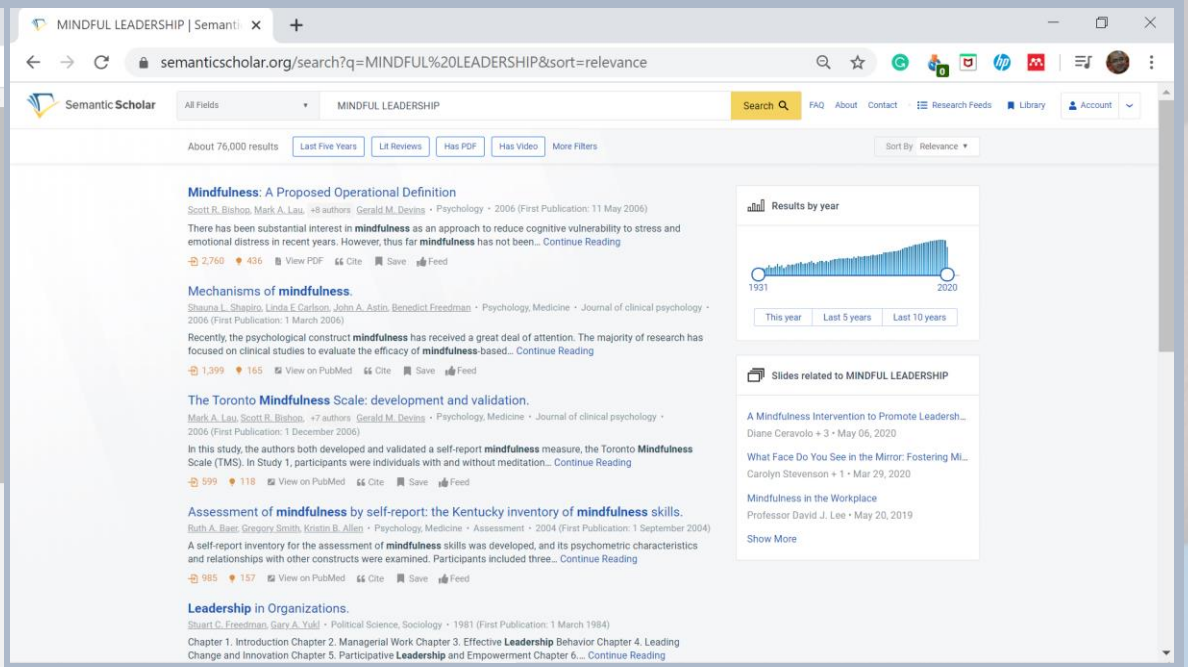

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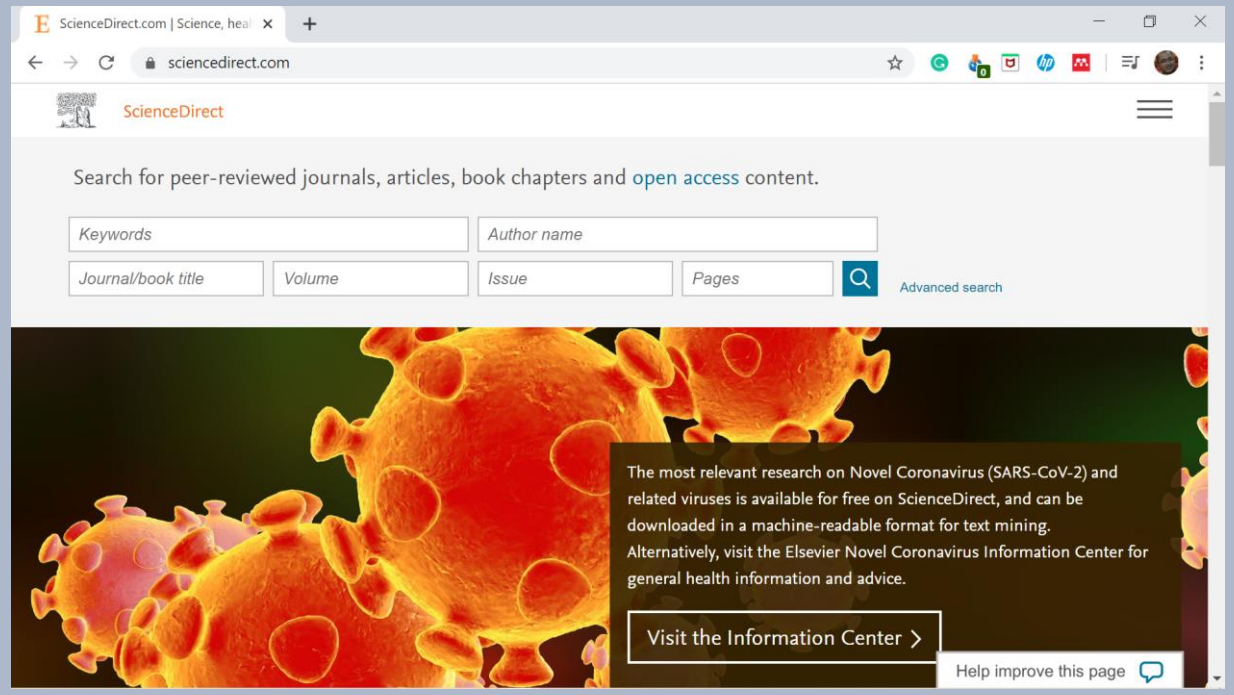

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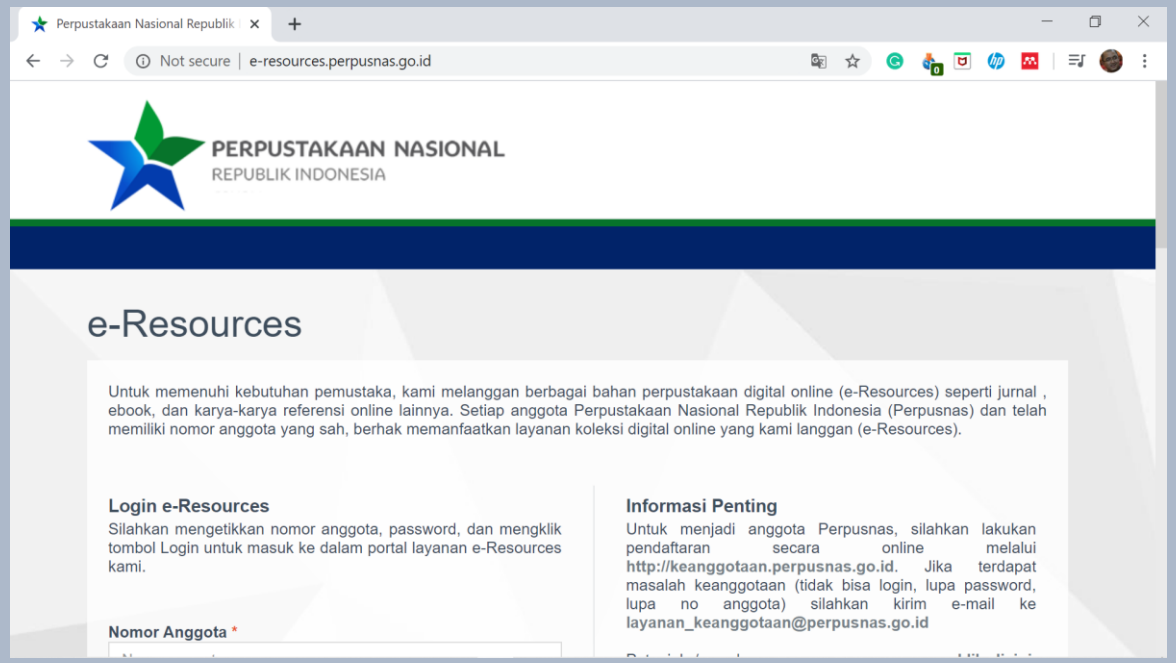

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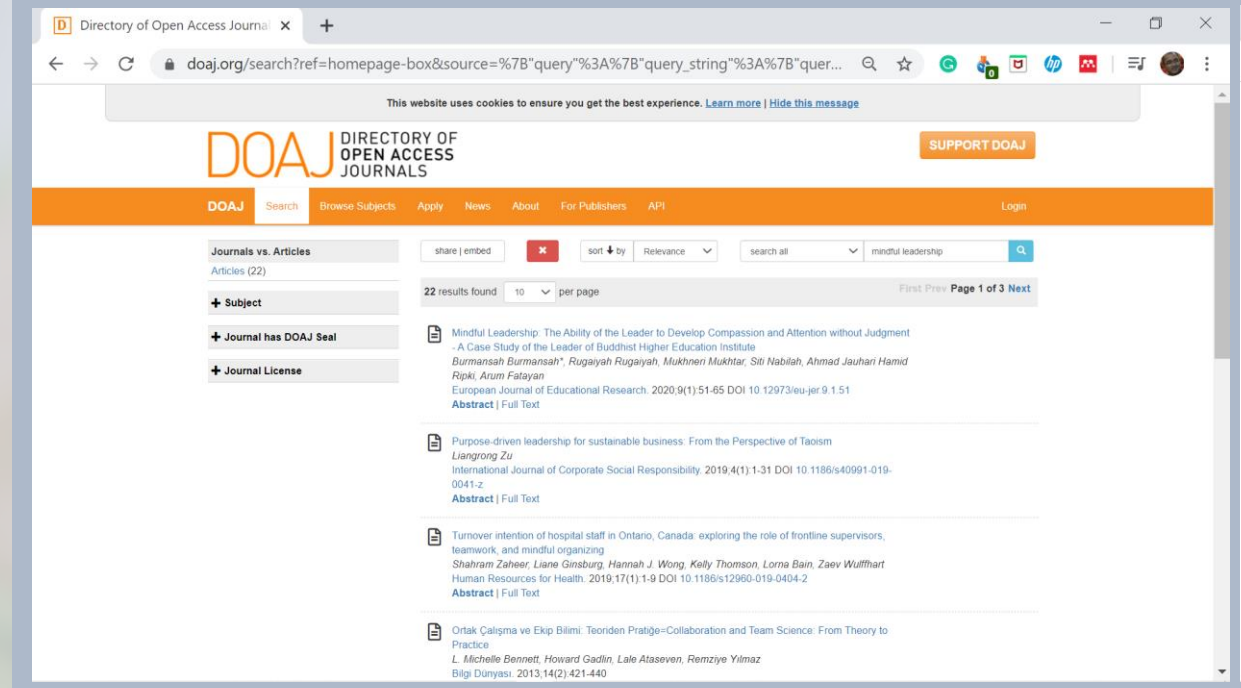

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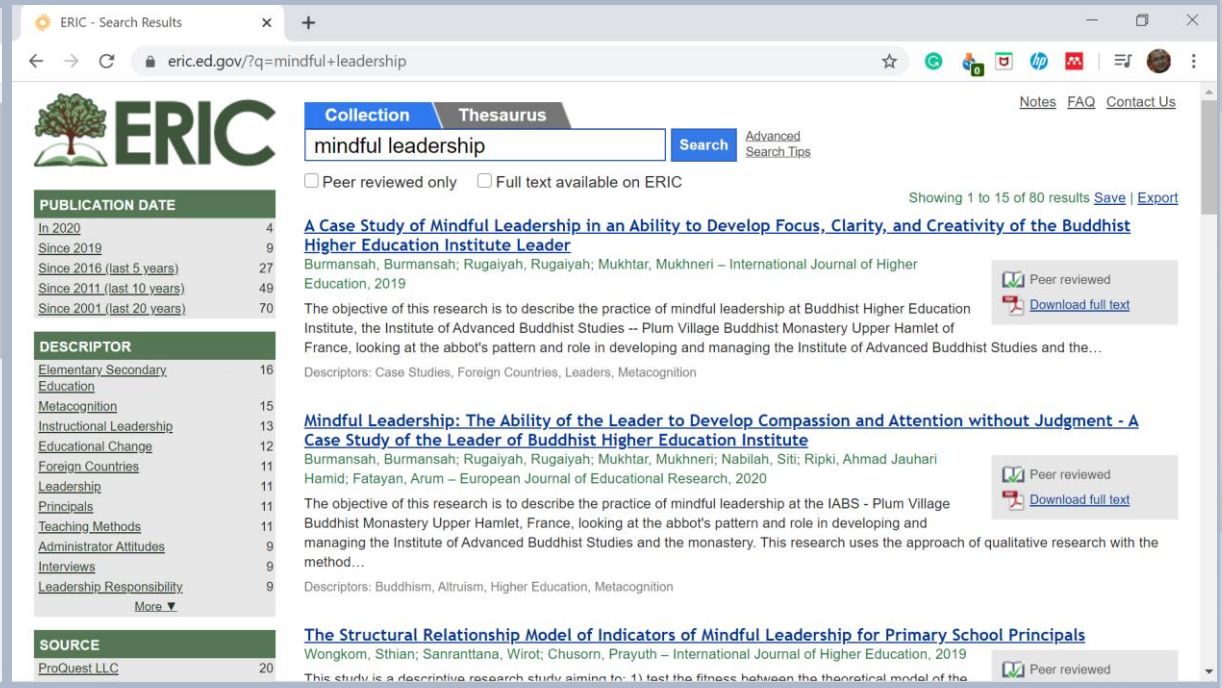

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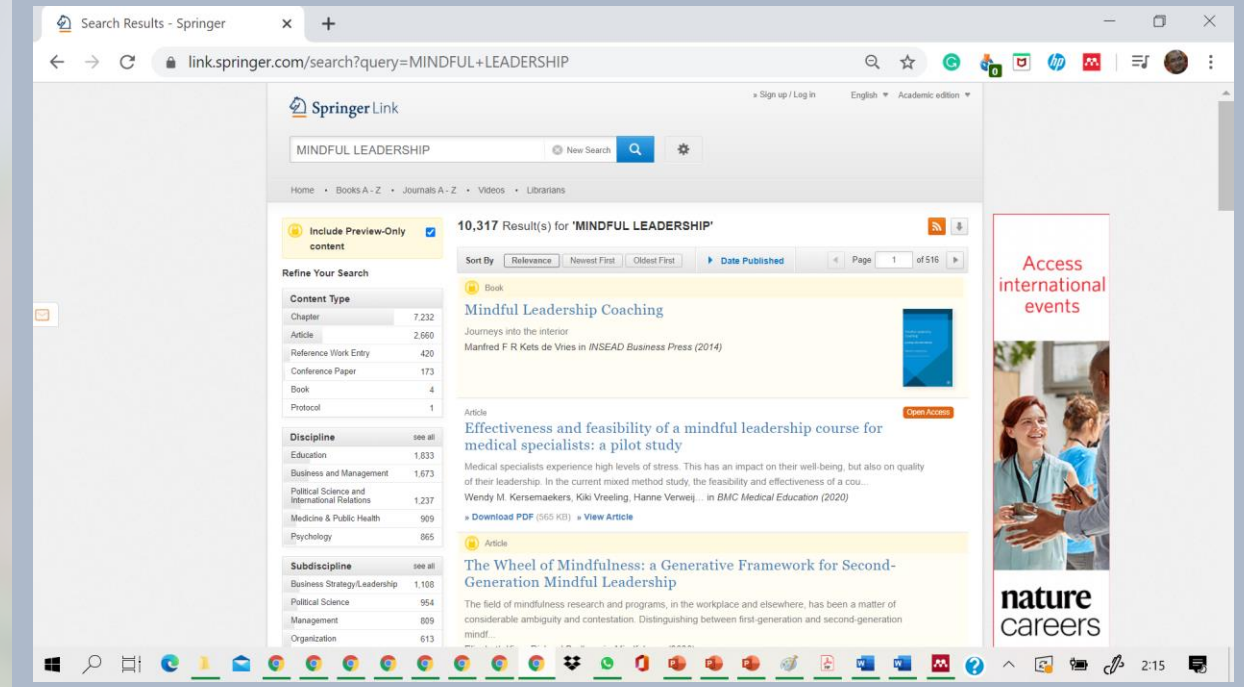

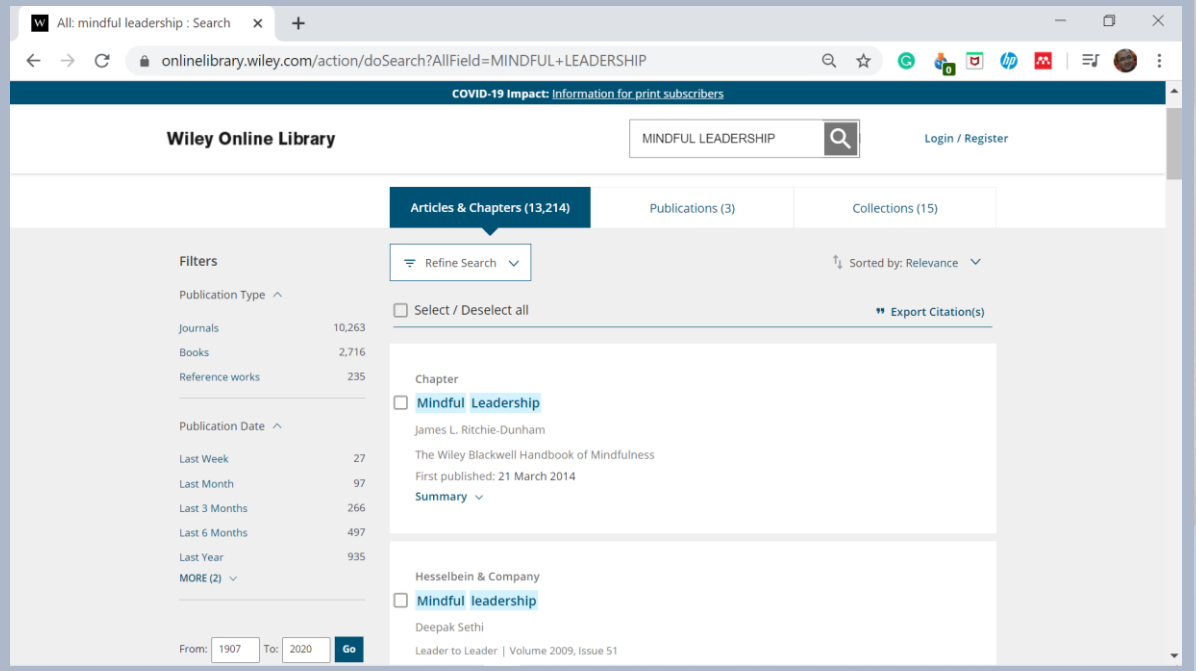

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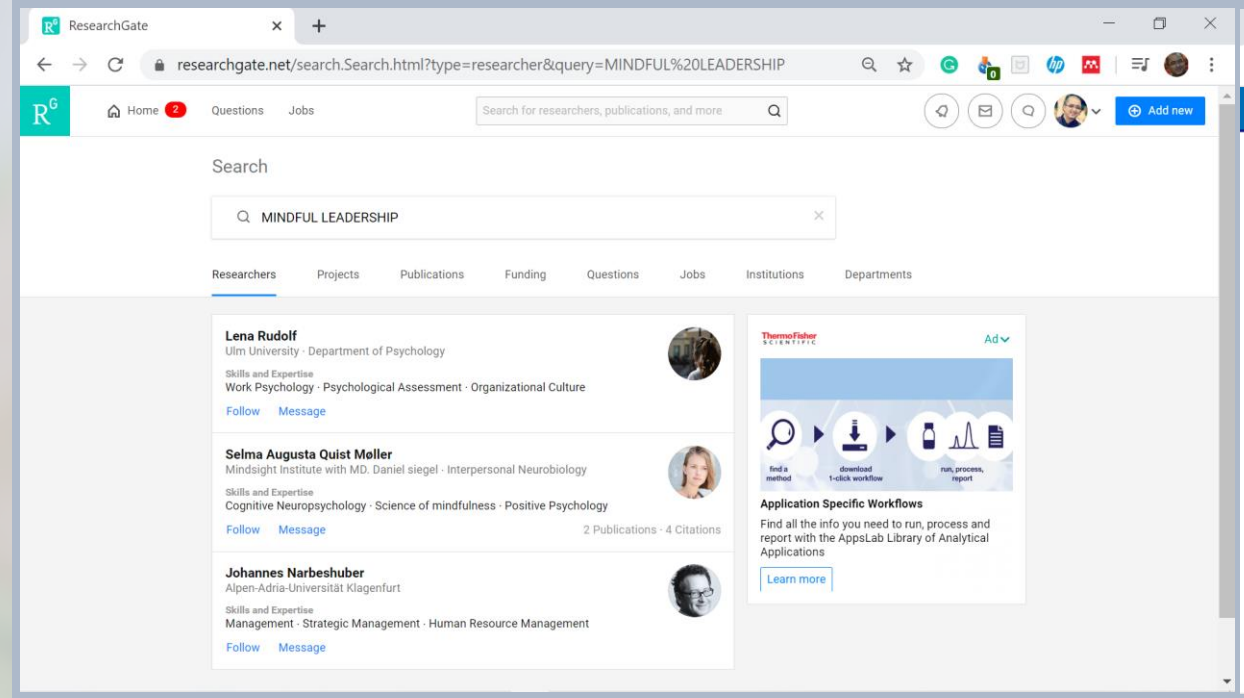

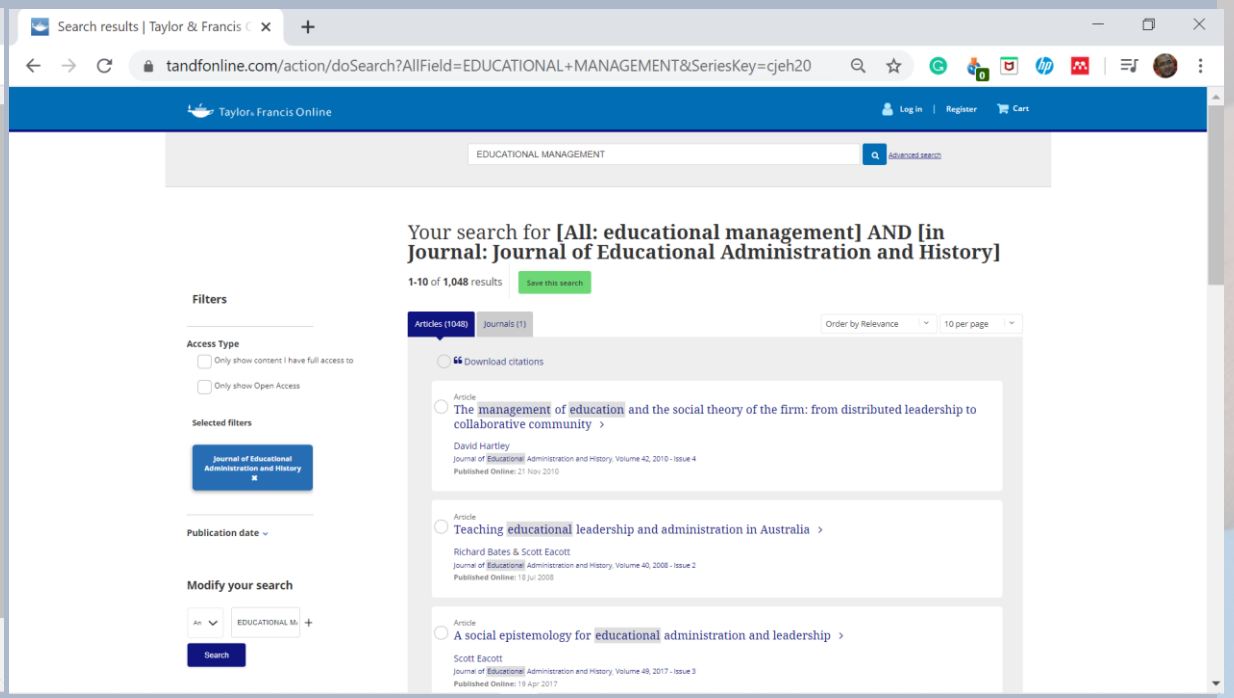

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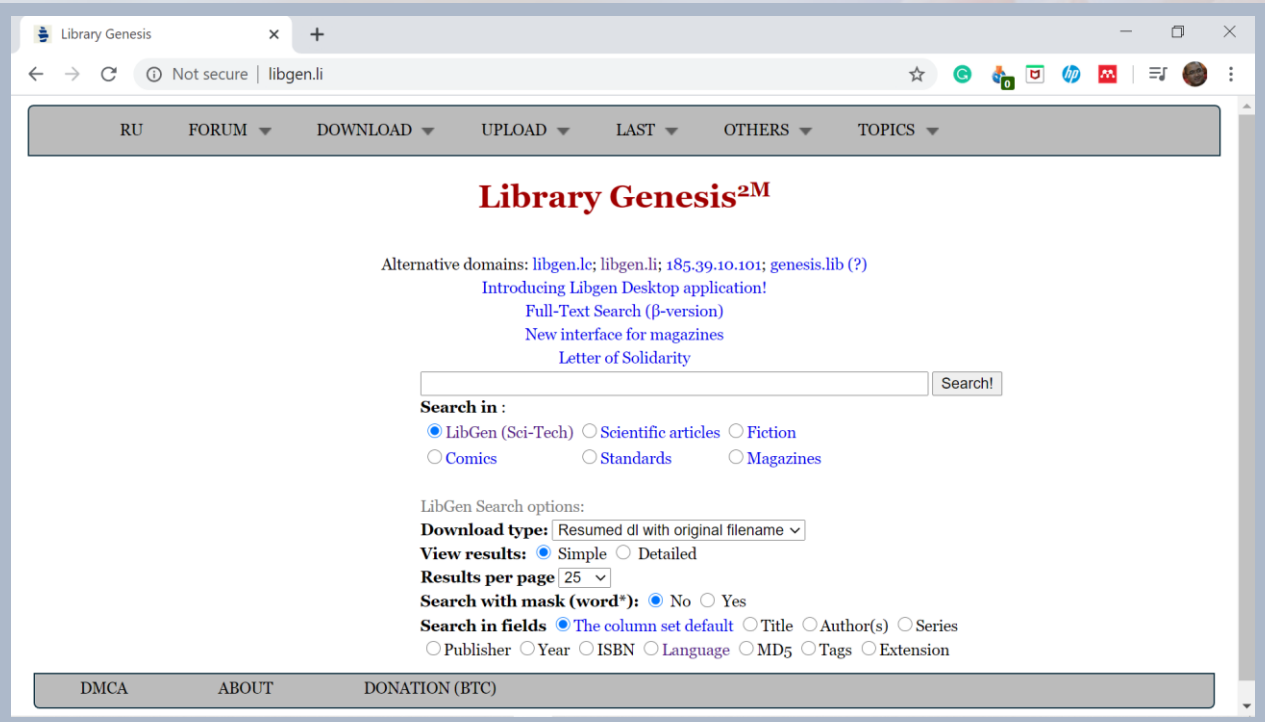

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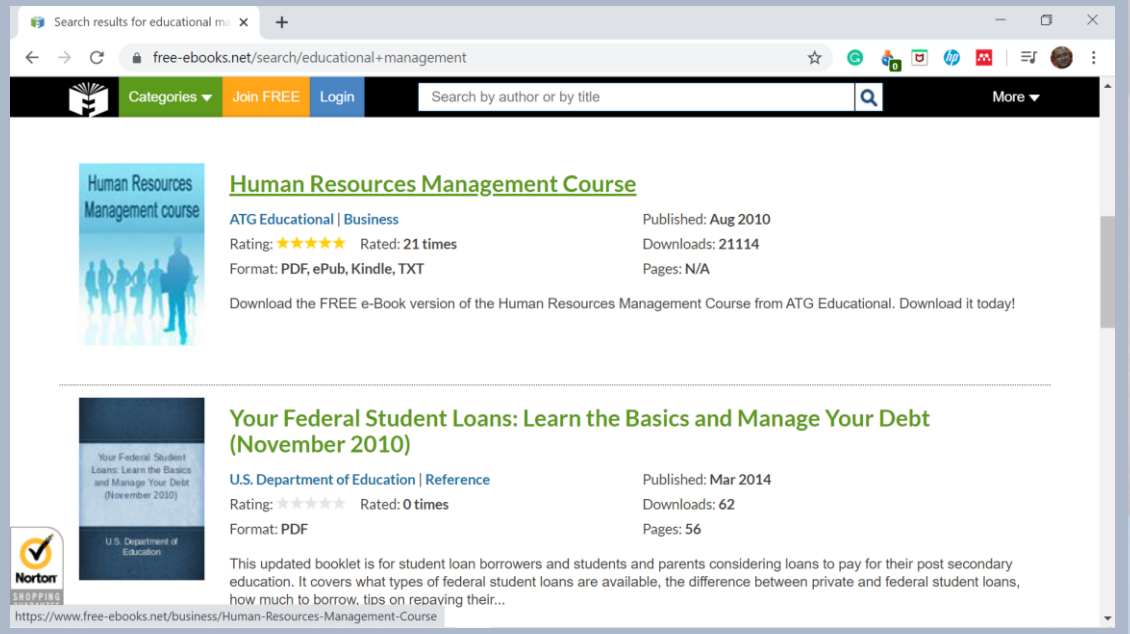

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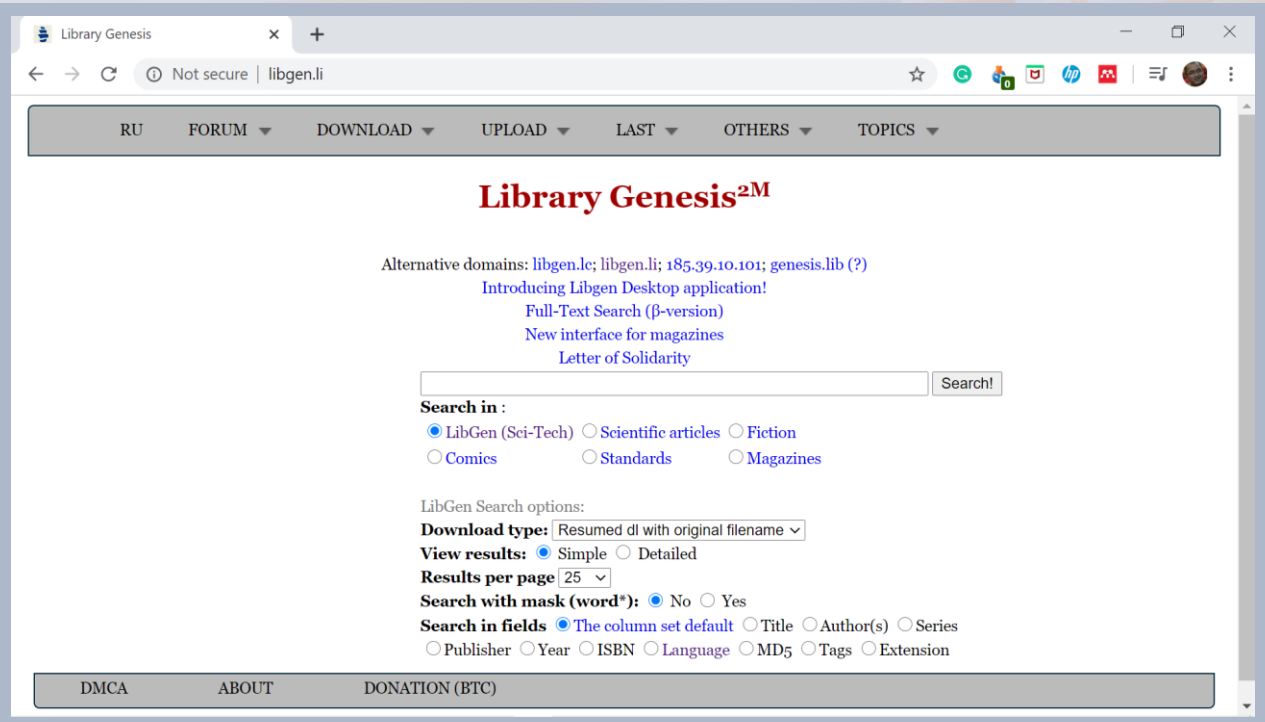

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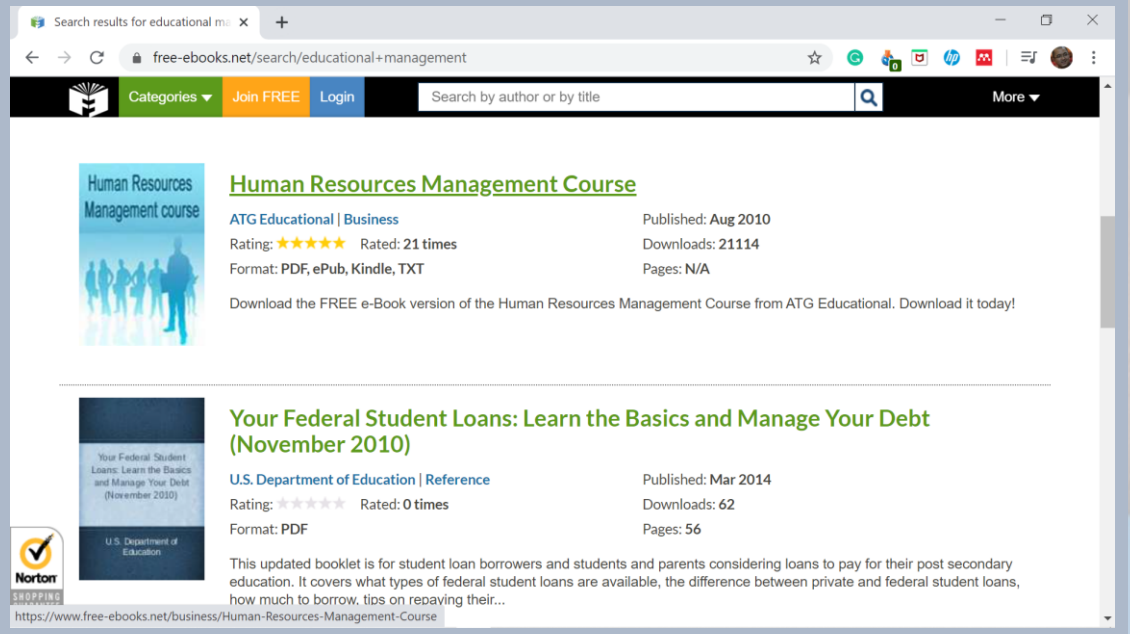

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