

Job satisfaction as a strategy for increasing teachers' creativity in teaching

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Abstract

This study aims to expose creativity as an essential aspect for teachers at schools, and how it is affected by job satisfaction. It employs a quantitative method with causal approach. It involves 219 private vocational high school teachers, whose number is resolved under the Slovin formula and selected by simple random sampling. Data are collected using a job satisfaction questionnaire (X1) and creativity questionnaire (Y), tested for validity and reliability, and processed with SPSS statistical analysis model. The results suggested that teachers' creativity could increase through job satisfaction. A strong indicator that influences teachers' job satisfaction the most is teaching supervision at schools, compared to the colleague support, salaries, working conditions, and personality. Therefore, to increase the teachers' creativity, the principal should improve the teaching supervision for teachers. This research contributes in the way that teaching supervision could improve their job satisfaction, which strongly stimulates the improvement of their creativity.

Keywords: Job Satisfaction, Teacher, Teaching Creativity, Teaching Supevision

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1. Introduction

The world of education in the 21st century has gone through a lot of changes. These changes should obviously be responded to by preparing qualified teachers. Quality teachers pose the ability to adapt to various challenges. According to Law Number 14 of 2005, teachers should be equipped with skills in pedagogy and communication. Pedagogic competence is related to mastery of education and teaching; personality competence refers to behaviour; social competence is adjustment to the surrounding environment, and professional competence is the ability to design a learning model and to implement it in the learning process.

In addition to the four competencies, teachers must be creative in teaching. Creativity and innovation are highly demanded in the 21st century (van Laar et al., 2020). Creativity is evidenced by the ability to generate original ideas, level of effectiveness, freedom of thought, and flexibility in thinking (Dariman, 2019). Creativity is needed to overcome uncertainty in a dynamic environment and conditions of uncertainty. Creativity can be interpreted as a different thought process in expressing new ideas and solving problems (Miao et al., 2020). It will develop once one's intelligence increases based on motivation (Nakano et al., 2021). Many factors can increase creativity, one of which is job satisfaction.

Job satisfaction is one's feeling of satisfaction with his particular role and that his/her personal needs are met (Molero Jurado et al., 2019). Job satisfaction is interpreted from the subjective point of view of the individual, including feelings about job. Job satisfaction reflects feelings about the work he/she has done. When a person experiences positive feelings, his/her job satisfaction will increase. Job satisfaction is a favourable condition for the work environment. It is closely related to teacher creativity, as evidenced by feelings of pleasure in doing work (Raju, 2017).

Some variables of job satisfaction decrease teachers' creativity, such as ineffective principal supervision, too-low salary, inconvenient working condition, and deterring co-workers (Kashirina et al., 2020). Therefore, examining job satisfaction effect on the creativity of teachers is vital. This study is expected to reveal the job satisfaction effect in regard with the teaching supervision, satisfaction with salary, working conditions, personality, and co-workers on creativity, including originality of ideas, independent thinking, fluency in thinking, and flexibility. Hopefully, this research can generate new ideas for creative development in teaching at schools.

1.1. Conceptual Framework

Teymournejad (2017) conceptualizes creativity as a process of generating new ideas or procedures by an individual. It could be a new invention to contribute to individuals, groups, or organizations with good values (Ripki et al., 2019). It refers to one's ability to generate new ideas and understand the perspectives of the existing ideas. The creative characteristics are abstract thinking, imagining, synthesizing problems, recognizing patterns, and putting an empathy with others. At the same time, creative ideas come up when someone knows a new response over conditions by learning continuously. Learning is the primary key to creativity in generating innovation. The creative usually think, imagine, synthesize, and create new patterns abstractly. In addition, they can be good decision makers and problem solver with diverse and rational perspectives. Creativity is an approach to generating different ideas in solving problems. It is helpful for problem identification and decision making, badly needed around a dynamic environment and uncertain conditions. Teaching creativity, thus, refers to the implementation of new ideas that contribute significantly to the teaching process, which is indicated by effective and real solution over unexpected problems (Arifani & Suryanti, 2019).

Satisfaction is defined as a state of one's feelings as an effective response to the work one does (Thomas et al., 2020). Meanwhile, job satisfaction refers to an attitude towards the results of positive or negative work evaluations by colleagues and the work environment (Emin Turkoglu et al., 2017). Job satisfaction is induced by a lot of factors, such as colleagues and the work environment. It is an attitude of a person who finds satisfaction on particular work that leads to the increase in the working motivation (Norouzpour & Pourmohammadi, 2019). Further, Dziuba (2020) suggested that satisfaction is a feeling of success directly in terms of productivity and performance. It is meaningful as a set of integrated psychological, physiological, and work environment conditions

that motivates an urge to feel satisfied with oneself about work (Raziq & Maulabakhsh, 2015). Job satisfaction can be determined identified in two factors, motivation and self-fulfilment (Ali et al., 2021).

Job satisfaction is an attitude towards the results of particular work. Every individual has different feeling of job satisfaction. It depends on his/her own perception. One may be satisfied with his/her job when he/she enjoys the job (Ortan et al., 2021). Job satisfaction is a pleasant emotional state for achieving work values (Sree & Satyavathi, 2017). The satisfaction reflects the feelings towards the work he/she has made. When he/she experiences positive feelings, his/her job satisfaction will increase. On the other hand, the job satisfaction will decrease once he/she has negative feelings over the job.

There are several factors of job satisfaction: the response of emotions to the work situation, the extent to which the work meets the expectations, and the environment. In addition, some other factors may affect job satisfaction, which may change over times and places, so they cannot be ignored. These factors include: (a) personal factors, such as gender, age, education, and working time; (b) occupational factors, such as type of work, skills, employment status, and responsibilities; and (c) management factors, such as salary, working conditions, benefits, security, and promotion opportunities (Ortan et al., 2021).

A lot of factors cause job dissatisfaction, namely salary, security, social, supervision, growth, working conditions, the behaviour of co-workers, and personality (Ali et al., 2021; Azaliney Binti Mohd Amin et al., 2021). The job satisfaction factors come from internal and external factors. Job satisfaction as a set of integrated psychological, physiological, and work environment conditions can encourage feelings of satisfaction in a person related to work (Raziq & Maulabakhsh, 2015). Furthermore, Razik et al. proved that job satisfaction is a pleasant emotional state due to achieving work values (Hajdukova et al., 2015). Qinquan (2013) stated that extraversion, agreeableness, and openness to experience encourage job satisfaction and will ultimately increase creativity.

According to Yilmaz (2018), a teacher who has job satisfaction will do the best job because the teacher has felt and got what he expected and no longer thinks about things related to himself/herself, so he/she only focuses on the work. Thus, a teachers' focus on work plays an essential role in increasing his creativity with significant impact on students' development. Job satisfaction affects the work and lives of teachers in many aspects (Norouzpour & Pourmohammadi, 2019). Satisfied teachers will be more creative in class because they are not preoccupied with work-unrelated problems.

Furthermore, (Ripki et al., 2019) stated that creativity would come over along with job satisfaction. Once somebody is satisfied with the job, he/she will express creative aspirations with best work. According to Huynh Thi (2021), to motivate someone to work more creatively, job satisfaction must be on concern, such as preparing comfortable working conditions that impact the emotions a person feels. Job satisfaction can directly affect creativity. It emphasizes one's emotional state to achieve job satisfaction, and creativity will appear if someone feels satisfied at work. Job satisfaction will increase one's creativity for the intrinsic factors, such as recognition, awards, or job responsibilities.

1.2. Related Research

The researchers found several studies related to creativity, such as the research by Adita (2015) on job satisfaction and creativity. The study does not detail the type of job satisfaction that affects the creativity. (Mittal & Dhar, 2015) shows that the transformational leadership style can foster creativity, mediated by creativity core self-evaluation (CSE). Further, (Abdullah et al., 2016) suggested that teacher efficacy fully mediates the effect of the principal's leadership on teachers' creative behaviour. Hulya Gunduz (2016) reveals that job satisfaction is essential of individuals, and it exerts a great effect on other factors, one of which is the creativity factor. The creativity of individuals will not succeed if they are dissatisfied at work. However, the research does not reveal specifics about the effect of job satisfaction on teacher teaching creativity. The research puts more emphasis on teacher teaching creativity affected by education level Taherkhani, (2015), experience, gender, location, status and type of management Raju. (2017), and teaching equipment (Norouzpour & Pourmohammadi, 2019). Thus, this study fills in the gap on job satisfaction and teacher teaching creativity. The novelty of this research lies on the fact that it reveals the creativity of teachers who emphasize teaching creativity which is influenced by job satisfaction, and it promotes the factors of supervision, working conditions, co-workers, and personality. Apart

from its similar constellations, it is different in terms of assessment. Therefore, it is expected to provide benefits in the field of education management science studies, especially those related to the development of teacher teaching creativity.

1.3. Research Objective

This study answers if job satisfaction can increase creativity. Besides, it exposes other factors that exert an effect on creativity.

2. Method

2.1 Research Model

This study uses a quantitative approach as it adopts the causal model formulated by researchers under the conceptual and theoretical framework. The method used is a survey method intended to explain the relationship or causal relationship among the variables.

2.2 Participants

The research targets Private Vocational High School teachers around Karawang Regency, West Java, Indonesia. The analysis unit is the Private Vocational High School teacher, with a population of 483 teachers. Through simple random sampling technique with the Slovin formula, 419 teachers are set as the fixed number of samples.

2.3 Data Collections

The collected data include two variables. The first is dependent variable (influential), which is job satisfaction, with indicators: satisfaction with the implementation of supervision, satisfaction with salary, satisfaction with working conditions, personality, and satisfaction with co-workers. The second variable is an independent variable (influenced), which is creativity with indicators of originality of ideas, independence of thinking, fluency of thinking, and flexibility. The data are collected through tracking indicators poured into an attitude scale instrument filled in by anonymous teachers voluntarily.

2.4 Data Collection Process

Data collection begins by describing the two variables into indicators according to the theoretical reference. Indicators are translated into descriptors poured into several statements. Based on the following statement with the preparation of instruments to measure job satisfaction and creativity using Likert scale from 1 (never) to 5 (Always). After the instrument is completed, it is tested on teachers who are not the sample in the study. After testing the instrument, it is distributed to the predetermined samples.

2.5 Data Analysis

This study uses descriptive statistical technique and parametric inferential statistics with SPSS 20. The data will be provided in the table and histogram of frequency distribution through descriptive statistics. Before testing the hypothesis, the data are examined for validity, which is followed by normality test. Data are then analysed for significance and linearity. The hypothesis testing is made using path analysis to explain the effects of the research variables.

3. Result

The result of the normality test (Lilliefors) shows an L_{count} of 0.058 and L_{table} of 0.060. It implies that the error in creativity estimation on satisfaction is normally distributed. Furthermore, the significance and regression linearity test demonstrated an F_{count} of 55.733. This value is more significant than that of F_{table} , which is 3.885, with a significance level of 0.05. Thus, it concluded that the regression equation for creativity on job satisfaction is highly significant. From the regression linearity test, F_{table} 0.887 is obtained, and it is smaller than the calculated one with a value of 1.383 and a significance level of 0.05. Therefore, it implies that the regression equation for creativity on job satisfaction is significant. The overall number is available in the table below:

Table 1. Descriptive statistics

Account	F _{table}	A	Significance
55,733	3,885	0,05	Significance
0,887	1,383	0,05	Significance

Based on the statistical calculations, the job satisfaction indicator with the highest effect on increasing creativity is the supervision indicator, with 21.21%. This is followed by indicators of salary, working conditions, personality, and co-workers. More details can be seen in the table below:

Table 2. Descriptive statistics

Indicator of Job Satisfaction	Average answers Indicator	Percentage
Supervision	4,06	21,21
Co-workers	3,59	18,75
Salary	3,59	20,61
Working Conditions	3,89	20,22
Personality	3,66	19,10

4. Discussion

The result of the normality test (Lilliefors) in the table shows that the account is 0.058 and the table is 0.060. Therefore, the distribution is normal. The calculation results show the significance and linearity of the regression, which can be seen from the calculation results of 55.733, which is more significant than that of the F_{table} at 3.885 in the significance level of 0.05. It concludes that the regression equation for creativity on job satisfaction is significant. Furthermore, the regression linearity test results in F_{table} of 0.887, smaller than that calculated by the value of 1.383 with a significance level of 0.05. So, it implies that the regression equation for creativity on job satisfaction is significant.

The statistical analysis by SPSS 20 demonstrated a direct effect of job satisfaction on creativity. The path analysis obtains a count of 7,465 with a significance level of 0.000. The fundamental reason to accept H1 and reject H0 is that the table count is higher (7.465 > 1.652). So, it concludes that job satisfaction directly and significantly affects creativity for the standard coefficient beta 0.452 or 45.20%. It implies that creativity is influenced by job satisfaction by 45.20%, and the remaining 55.80 is influenced by other variables. This study confirms the previous research result that there is a positive and significant relationship between job satisfaction and teacher creativity (Taherkhani, 2015). Correspondingly, (Norouzpour & Pourmohammadi, 2019) suggested a significant relationship between teacher job satisfaction and creativity. Therefore, to increase the creativity of private vocational schoolteachers around Karawang District, the principals should increase teacher satisfaction and concern the factors affecting their job satisfaction.

In the job satisfaction variable, five indicators result in various concepts or theories that support job satisfaction. The highest percentage of the five indicators is supervision, with a value of 4.06 or 21.21%. Based on the job satisfaction instrument item, the statement regarding the supervision indicator receives the highest score (4.14) with the statement. The item suggests that the principals upon providing supervision act as colleagues, not the superior. They should adequately provide academic and teacher supervision. Supervision by the principal given by the authorities and subordinates treats as

colleagues or friends who provide input or constructive criticism. In addition, supervision means not looking for the teachers' mistakes upon teaching but provides input, direction, and development in teaching.

Supervision is an effective method that can help the achievement of learning by teachers, and it is vital to ensure the achievement of the learning objectives. Supervision is given to assist teachers in improving and developing their creative potentials. Thus, to increase teacher teaching creativity, school principals must seek to increase teacher job satisfaction through supervision. Supervision is proven to increase one's intrinsic motivation and produce positive and creative results (Lee & Kusumah, 2020). Supervision style is when giving feedback and influencing one's creativity (Zhou et al., 2022). When individuals feel the support from superiors and co-workers at work, their psychological state will increase, by which their creativity and innovation are accelerated (Su et al., 2019).

Some of the ways to increase the teachers' creativity are providing guidance, advice, direction, encouragement and increasing their potential. It is related to personal ties because the most influential factor in developing human potential is the factor within (internal factor). Supervision stimulates professional growth and teacher development, revision of educational objectives, teaching materials, teaching methods, and teaching evaluation to improve teaching and learning (Bailey, K. M., Curtis & Nunan, 2001; Donkoh & Dwamena, 2004). Supervision plays to stimulate, guide, improve, refresh and encourage to find common ground so that the supervisors can achieve the common goals (Mohanty, 2008).

5. Conclusion

This study concluded that job satisfaction affects teacher creativity with five indicators, which are supervision, salary, working conditions, personality, and co-workers. Meanwhile, of the five, supervision exerts the strongest effect on job satisfaction. Therefore, to increase teachers' teaching creativity, the principal should increase their satisfaction through regular and proper supervision. The principal is highly expected to acknowledge and fulfil the need of the teachers.

6. Recommendations

Teachers should believe that creativity is an essential part of teaching activities. With creativity, the educational objectives of the school can be adequately achieved. To develop creativity, a teacher should be open-minded, accept criticism, leave the irrelevant old methods, update information related to teaching, exchange ideas, solve problems, and attend various training or workshops to improve the teacher competence. To increase teacher teaching creativity, school principals must direct, guide, and motivate teachers to increase their creativity by (1) evaluating teachers' professional competence to map teacher teaching problems as a starting point for teaching supervision activities; (2) providing professional assistance through tutorials and coaches to improve the teachers' competence; (3) collaborate or share information about increasing teacher creativity through the Principal Work Consultation (MKKS); (4) create a comfortable, fun school environment and provide good facilities or infrastructure so that teachers are enthusiastic in learning; and (5) giving freedom to teachers to develop creativity that they are interested in teaching to encourage innovations in learning.

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