

Research Article

Enhancing Teacher Creativity and Educational Quality at Elementary Schools: A Principal Strategic Approach

Sitti Chadijah

Department of Economic Education, Postgraduate School, Universitas Patempo, Makassar 90233, South Sulawesi, Indonesia.

Muh. Yunus

Department of Economic Education, Postgraduate School, Universitas Patempo, Makassar 90233, South Sulawesi, Indonesia.

Andi Annisa Sulolipu*

Department of Economic Education, Postgraduate School, Universitas Patempo, Makassar 90233, South Sulawesi, Indonesia.

*Corresponding author, E-mail address: annisafachri.aas@gmail.com

Abstract

This research aims to investigate the strategies employed by school principals to enhance teacher creativity and identify the supporting factors and barriers faced by school principals in fostering teacher creativity. The research methodology utilized is field research with a qualitative descriptive approach. Data was collected through interviews, observations, and documentation. The findings of this study reveal that the strategies employed by the school principal of Taraweang Kabba Elementary School, nestled in the Minasate'ne District of Pangkep Regency, within the picturesque landscapes of South Sulawesi Province to enhance teacher creativity include holding monthly staff meetings evaluating teacher performance, providing teacher training, participating in subject teacher working groups (MGMP), attending seminars and workshops on IT-based learning, assisting teachers in problem-solving during teaching, fostering communication, setting examples, and directing teachers to use various teaching methods such as different teaching styles, developing instructional media, designing teaching materials, fostering teacher-student interactions, and developing teaching methods. Supporting factors and barriers school principals face in enhancing teacher creativity are identified. Supporting factors include adequate educational backgrounds with bachelor's and master's degrees, teacher response to innovation, strong motivation, good co-operation, adequate facilities, comfortable working environments, and strong committee support. Meanwhile, barriers include differing attitudes, backgrounds, and social statuses among teachers, a shortage of permanent teacher personnel, inadequate relationships between the school and parents, travel distance for official duties, respect towards older teachers, limited school electricity supply, teachers' lack of computer operational skills, and underutilization of existing IT media. Through understanding these factors, school principals can effectively implement strategies to enhance teacher creativity and address barriers to create a conducive learning environment.

Keywords: good co-operation; school principals; strategies employed; teacher creativity.

1. INTRODUCTION

In the context of developing high-quality human resources, education stands as a pivotal cornerstone, essential for nurturing individuals who are not only intelligent and skilled but are also adept at adapting and innovating amidst the evolving challenges of our times (de Araujo et al. 2021; Kayyali 2024). This principle is universally recognized, underpinning the aspirations of societies across the globe, including Indonesia, where quality education is seen as the bedrock for a prosperous future (Franco 2020; Ismail et al. 2023). The imperative for effective and quality education transcends mere knowledge acquisition, aiming to equip the coming generations with the competencies necessary to navigate and shape a rapidly changing world.



High-quality education fosters critical thinking, problem-solving skills, and a lifelong zest for learning. According to the Organization for Economic Co-operation and Development (OECD), education systems that prioritize quality teaching and provide environments conducive to learning are more likely to produce well-prepared graduates to meet the demands of the contemporary workforce (Fitria, Ruslan, and Mappedasse 2021; Idkhan and Idris 2021; Rachmaniar, Yahya, and Lamada 2021; Schleicher 2019) Moreover, (Darling-Hammond et al. 2017). emphasize the significance of innovative curricula incorporating technology and real-world problem-solving to engage students in meaningful learning experiences. The role of educators is central to this endeavor. Well-trained, supported, and motivated teachers can inspire students and ignite their passion for learning. This is supported by (Hattie 2012), who highlights the profound impact of teacher effectiveness on student achievement. Furthermore, integrating technology in education, as noted by (Mishra and Koehler (2006), requires teachers to possess technical skills and the pedagogical acumen to blend technology with content in ways that enrich learning.

However, achieving high-quality education is not without its challenges. Issues such as resource disparities, teacher training, and the relevance of curricula to local contexts remain significant hurdles. The United Nations Educational, Scientific and Cultural Organization (UNESCO) underscores the need for global co-operation and investment in education to overcome these challenges and ensure inclusive and equitable education for all (UNESCO 2015). Pursuing high-quality education is a multifaceted endeavor that necessitates a holistic approach, encompassing curriculum development, teacher training, and leveraging technology, all aimed at preparing students to thrive in the 21st century. As societies worldwide strive to cultivate well-rounded, capable individuals, the collective commitment to investing in and prioritizing education remains crucial to our future success.

In the intricate tapestry of educational development, schools emerge as dynamic hubs, intricately interwoven with the fabric of society. They are bastions of learning, comprising many interconnected components, each playing a vital role in the quest for educational excellence. From the eager minds of students to the dedicated efforts of educators, from the meticulously crafted curriculum to the nurturing embrace of educational facilities, every facet of the school ecosystem contributes to the collective pursuit of educational goals (Fullan 2015; Natsir, Rasyid, and Bassey 2023; Padalia and Natsir 2022). Within these educational sanctuaries, the synergy between various stakeholders creates a harmonious symphony of learning, where students' aspirations intertwine with teachers' expertise. The aspirations of the community blend with the vision of school leaders. Together, they navigate the currents of innovation and discovery, fueled by a shared commitment to academic achievement and holistic development (Suarlin and Ali 2020; Wahrini, Nuridayanti, and Makmur 2019).

As guardians of this educational nexus, principals are pivotal in steering the course toward educational enlightenment. Beyond the realm of administration, they serve as torchbearers of vision, igniting the flames of inspiration and empowerment within their educational communities. Through strategic leadership and unwavering dedication, they cultivate a culture of excellence where every individual is empowered to reach their fullest potential and contribute meaningfully to society (Fry and Nisiewicz 2013; Scheurich and Skrla 2003).

Central to the orchestration of this educational symphony is the figure of the principal, whose leadership transcends mere administrative duties to embody a vision of transformative change. Principals are the linchpins of educational progress, leveraging their strategic insight and motivational prowess to inspire and empower teachers and stakeholders. Their role extends beyond the confines of managerial tasks to encompass cultivating a culture of innovation and collaboration, essential ingredients in pursuing educational excellence (Leithwood and Jantzi 2008). The success of educational endeavours hinges upon the visionary leadership of principals, whose strategic direction and unwavering commitment serve as catalysts for positive change. By fostering an environment conducive to creativity, innovation, and continuous improvement, principals pave the way for realizing educational aspirations and cultivating a brighter future for generations to come.

Teacher creativity in the learning process is vital for improving the quality of education. Creative teachers can produce innovative, engaging, and effective teaching methods, improving student learning outcomes. However, various studies

(Alamsyah 2017) indicate that some teachers still have not been able to optimize their creativity in the teaching process. This poses challenges in efforts to improve the quality of education.

This study analyzes principals' strategies for enhancing teacher creativity and the quality of education in Elementary Schools. The focus of this study includes (1) the principal's strategies for enhancing teacher creativity, (2) the principal's strategies for improving the quality of education, and (3) the supporting and inhibiting factors of these strategies. By reviewing the principal's strategies, this study is expected to provide insights into the factors that influence teacher creativity and the quality of education. The results of this study are expected to contribute theoretically by expanding the understanding of the principal's strategies for enhancing teacher creativity and the quality of education. Practically, the findings of this study are expected to serve as a reference for principals in establishing policies and strategies for enhancing teacher creativity and the quality of education. Additionally, this research is expected to serve as a reference for further research in the same field, primarily related to improving the quality of education at the elementary level.

2. METHODOLOGY

2.1. Research Approach

In this study, the type of research employed is descriptive-analytical with a qualitative approach. (Taylor, Bogdan, and DeVault 2015) define qualitative research as a procedure that produces descriptive data in the form of speech or writing and the behaviors of individuals observed from a holistic, comprehensive, and holistic perspective. According to (Moleong 2007), analytical descriptive is an organizational design developed from the categories identified and the relationships suggested or emerging from the data. This qualitative research aims to describe and analyze the strategies of school principals in enhancing teacher creativity and the quality of education in Elementary Schools. In the context of this research, the qualitative method is used to gain a deeper understanding of how school principals lead and manage efforts to improve teacher creativity and the quality of education. This approach allows researchers to holistically explore the factors that influence school principals' strategies and their impact on the quality of education in Elementary Schools.

2.2. Research Location

The research is situated within the premises of Taraweang Kabba Elementary School, nestled in the Minasate'ne District of Pangkep Regency, within the picturesque landscapes of South Sulawesi Province. The decision to conduct the study in this particular setting was deliberate, as it offers a microcosm of the educational landscape in a rural community setting, allowing for a nuanced exploration of the strategies employed by school principals to enhance teacher creativity and educational quality. The choice of Taraweang Kabba Elementary School as the research site is not arbitrary; instead, it reflects a strategic decision to delve into the intricacies of educational leadership and management in a specific context. By focusing on this school, the research aims to uncover insights that are contextually relevant and transferrable to similar educational settings across the region and beyond.

From July to September 2022, the research period was carefully selected to align with the academic calendar and ensure optimal access to key stakeholders, including school administrators, teachers, and support staff. This timeframe also allows for an in-depth exploration of the strategies implemented by the school principal over an extended period, capturing any seasonal variations or unique challenges that may arise throughout the academic year.

2.3. Data Collection

According to (Sugiyono 2012), data collection techniques are the most strategic step in research, considering that the research's main objective is to obtain appropriate and meet established standards. Two leading data collection techniques were used in this study: Interview Guidelines and Documentary Study. Interview Guidelines involve a method of directed conversation aimed at a specific issue. (Creswell and Clark 2018; Gall, Borg, and Gall 1996), defines an interview as a conversation with a specific purpose between an interviewer who asks questions and an interviewee who provides answers. In this research, interviews were conducted with the vice principal and teachers. The aim was to obtain in-depth

information about the principal's strategies for fostering teacher creativity, improving educational quality, and identifying supporting and inhibiting factors at the elementary school level.

Documentary study techniques were also applied to gather data and information supporting the research. Documentary Study involves collecting names and photo documents to complement the research findings. Using these two techniques, the research aims to obtain comprehensive and relevant data to address the questions related to the principal's strategies for enhancing teacher creativity and educational quality at the elementary school level.

2.4. Informants

According to (Moleong 2007), research subjects are informants, meaning individuals within the research context who are utilized to provide information about the situation and conditions within that environment. Therefore, subjects must meet specific parameters that allow for the disclosure of actual conditions, enabling data collection. The parameters include informants who are knowledgeable about the strategies implemented by the school principal regarding efforts to enhance teacher creativity and educational quality, namely the vice principal, and informants directly involved in fostering teacher creativity, precisely three elementary school teachers.

2.5. Data Validity Testing

To ensure the validity of the data, this research employs triangulation, a technique for checking the validity of data by utilizing something outside the data itself for verification or comparison purposes. Triangulation in this credibility testing is interpreted as checking data from various sources using different methods and at different times, thus involving source triangulation, data collection technique triangulation, and time triangulation.

2.6. Data Analysis Technique

According to (Miles and Huberman 1994), the data analysis comprises three activities: data reduction, data presentation, and drawing conclusions, which occur circularly throughout the research. At the initial data collection stage, when the research focus is still broad and unclear, the researcher utilizes interview results to analyze the principal's strategies for enhancing teacher creativity and educational quality.

In the data reduction phase, the researcher gathers all data, information, and documentation from the field or research site. After collecting all data, the researcher selects and simplifies the data relevant to the research title or discussion. Data reduction is conducted to facilitate the summarization of the data obtained from the field or research site. The researcher performs data reduction by gathering all records at the elementary school, carefully analyzing them, and setting aside field data that do not align with the research focus related to the principal's strategies for improving teacher creativity and educational quality. Following data reduction, the researcher presents the data by selecting and simplifying information related to the principal's strategies for enhancing teacher creativity and educational quality. Data presentation enables the researcher to understand what is happening within the scope of the research and its relevance to the study, facilitating presentation and utilization for the research.

After completing data reduction and presentation, the researcher proceeds with data analysis, including interviews and findings from documents related to the principal's strategies. Subsequently, conclusions are drawn. The conclusions drawn by the researcher consist of data, written information, and behaviors observed in the subjects or research site related to the principal's strategies in improving teacher creativity and educational quality at the elementary school level.

3. RESULT AND DISCUSSION

3.1. Demographic Description

Elementary School 26 Taraweang Kabba, located in the village of Kabba, Minasate'ne District, Pangkep Regency, occupies a strategic position in front of a football field and is proximate to several government offices such as the village office,

primary health care center, a kindergarten, and adjacent to Elementary School 25 Taraweang Kabba. Its location, 500 meters from the main road of Poros Tonasa I in Kabba, ensures a safe and quiet environment for the school community. Established in 1974 with the registration number NPSS 40300844, the school is situated on a substantial piece of land, encompassing coordinates of 4.8741 latitude and 119.5918 longitude. Since its inception, Elementary School 26 Taraweang Kabba has contributed significantly to the character development of its students.

With its expansive grounds, the school is dedicated to realizing the goals of National Education, which include the development of students' potential to become individuals who are faithful and pious towards God Almighty, morally virtuous, healthy, knowledgeable, competent, creative, independent, and democratic citizens who are also responsible. Hj holds the leadership of the school. St. Hasnah, S.Pd. The vision and mission of the school have been formulated as guidelines to achieve the desired educational objectives. These reflect the school's commitment to creating a high-quality educational environment and shaping students into competitive individuals who contribute positively to society.

The vision of Elementary School 26 Taraweang Kabba is "Together we achieve reliable achievements and are environmentally friendly." Building upon this vision, the school has formulated the following mission:

- a. Empowerment of Teachers: The school is committed to empowering its teachers through continuous professional development and support systems, enabling them to excel in their roles and contribute effectively to the educational process.
- b. Creating Active, Creative, Effective, and Enjoyable Learning: Elementary School 26 Taraweang Kabba endeavors to create a dynamic learning environment where students are actively engaged, encouraged to think creatively, and provided with adequate and enjoyable learning experiences that foster their intellectual growth and development.
- c. Nurturing Noble Character and National Culture: The school aims to instill noble character traits and uphold national cultural values among its students, guiding them toward becoming courteous and respectful citizens who contribute positively to society.
- d. Providing Student Textbooks: Ensuring access to quality educational resources, the school is dedicated to providing students with the necessary textbooks to support their learning journey.
- e. Providing Educational Media and Teaching Aids: Elementary School 26 Taraweang Kabba is committed to equipping its classrooms with modern educational media and teaching aids to enhance the teaching-learning process and facilitate student understanding.
- f. Providing Facilities for Worship: Recognizing the importance of spiritual development, the school ensures the availability of facilities for worship within its premises, fostering a holistic approach to education.
- g. Creating a Clean, Green, Beautiful, and Comfortable School Environment: The school strives to create an aesthetically pleasing and conducive learning environment that promotes cleanliness, tranquility, and student well-being.
- h. Cultivating a Culture of Courtesy and Respect (5S): Elementary School 26 Taraweang Kabba promotes a culture of courtesy and respect among its students and staff, fostering an atmosphere of mutual respect, kindness, and civility within the school community.
- i. Building Partnerships with the School Committee, Community Leaders, Religious Figures, and Small Industries: The school actively engages with various stakeholders, including the school committee, community leaders, religious figures, and small industries, to foster collaboration and mutual support in achieving its educational goals.

In the 2021/2022 academic year, Elementary School 26 Taraweang Kabba has 157 students divided into six classes, each accommodating an average of 25-30 students. The school currently has an adequate number of educational and administrative staff. There are 14 educational staff members, including eight civil servant teachers, four non-civil servant teachers, one non-civil servant operator, and one administrative staff. Among them, 11 have a Bachelor's degree qualification, while two have completed high school. Elementary School 26 Taraweang Kabba has several facilities, including six classrooms, one principal's office, one combined office for teachers and administration, one library, one restroom for teachers, and one restroom for students. It is one of the longstanding schools in Pangkep Regency. It has produced graduates working and serving in various sectors, both in the government and private sectors.

3.2. Result and Discussion

The principal's strategy is a series of steps and an integrated guideline for effectively managing school resources to achieve established educational objectives. As a leader, a principal must possess creativity to address various challenges, dynamism to adapt to changes, discipline in fulfilling responsibilities, respect for others to foster harmonious relationships within the school environment, and be a positive role model for all school community members. Thus, the principal's strategy encompasses technical aspects of management, leadership, and holistic personal development. This forms a strong foundation for school progress and quality educational goals.

Strategies employed by school principals to enhance teachers' creativity in teaching can be understood as each principal's responsibility to guide what is good for their subordinates, providing exemplary leadership. A principal should lead by example, demonstrating patience, attentiveness, and adherence to the motto of Ki Hadjar Dewantara: "*Ing ngarsa sung tulada, ing madya mangun karsa, tut wuri handayan!*" (in front, being a role model; in the middle, nurturing the will; behind, providing support/empowerment). The principal's strategy to enhance teachers' creativity in teaching involves guiding teachers in implementing instructional methods. This includes encouraging teachers to utilize various teaching styles, develop instructional media, create teaching materials, foster teacher-student interactions, and explore innovative teaching methods.

Furthermore, the principal should foster an environment conducive to creativity by encouraging experimentation and innovation in teaching practices. This can be achieved through providing support and resources for professional development, facilitating collaboration among teachers, and recognizing and celebrating innovative teaching approaches. The principal should establish clear goals and expectations for teaching and learning outcomes while also allowing flexibility for teachers to explore creative approaches that best suit their students' needs. By promoting a culture of creativity and innovation, the principal can empower teachers to continuously improve their teaching practices and ultimately enhance student learning experiences.

The principal's role in fostering teacher creativity is to provide direction and guidance and to create a supportive and empowering environment where teachers feel encouraged to explore new ideas and approaches to teaching. Through collaborative efforts and ongoing professional development, teachers can enhance their creativity and effectiveness in the classroom, ultimately benefiting student learning outcomes.

His comprehensive examination of "School-based Management and Implementation" (Mulyasa 2004), provides a nuanced understanding of six strategic approaches crucial for effective leadership within educational settings. These strategies serve as guiding principles in fostering a conducive and productive educational environment:

Self-concept: By emphasizing the significance of individual self-concepts, Mulyasa implicitly acknowledges the profound impact of self-awareness on professional conduct. The implication is that school leaders must prioritize fostering a culture of self-reflection and personal growth among staff members. This may entail implementing practices such as regular self-assessment sessions, encouraging feedback loops, and providing opportunities for professional development focused on self-awareness.

Communication skills: Effective communication lies at the heart of successful leadership. Mulyasa's emphasis on acknowledging and addressing employees' feelings underscores the importance of empathetic and transparent communication within educational institutions. School leaders should recognize the implications of this strategy by investing in communication training for themselves and their staff. This includes workshops on active listening, conflict resolution, and non-violent communication techniques to enhance interpersonal relationships and promote a supportive work environment.

Logical and natural consequences: Mulyasa's advocacy for demonstrating the rationale behind corrective actions highlights the importance of fostering accountability and responsibility among school staff. The implication is that leaders must ensure that disciplinary measures are fair, consistent, and tied to specific behavioral expectations. By aligning consequences with established norms and values, leaders can cultivate a sense of ownership and integrity within the school community, ultimately contributing to a positive organizational culture.

Value clarification: The emphasis on assisting employees in clarifying their values underscores the role of shared beliefs and principles in guiding institutional practices. School leaders should recognize the implications of this strategy by facilitating dialogues around core values and ethics. By engaging stakeholders in discussions about the fundamental principles that underpin decision-making processes, leaders can foster a sense of cohesion and purpose within the organization, ultimately strengthening its mission and vision.

Leadership effectiveness training: Mulyasa's call to abandon repressive methods favoring communication-based approaches reflects a broader shift towards participatory leadership styles in educational leadership literature. The implication is that leaders must prioritize ongoing professional development to cultivate the skills necessary for collaborative decision-making and relationship-building. This may involve investing in leadership training programs, mentoring initiatives, and peer coaching networks to empower leaders at all levels of the organization.

Reality therapy: Finally, Mulyasa's recommendation to adopt a positive and accountable stance underscores the importance of resilience and adaptability in navigating challenges within educational contexts. The implication is that leaders must model a growth mindset and be willing to learn from failures and setbacks. By embracing a continuous improvement and innovation culture, leaders can inspire confidence and motivation among their team members, fostering a sense of optimism and collective purpose.

Mulyasa's strategic framework for school-based management offers valuable insights into the complexities of educational leadership. By elaborating on the implications of each strategy, leaders can better understand how to translate these principles into actionable practices that promote organizational effectiveness and student success.

In addition to the six strategies previously mentioned, primary school principals can implement further measures to bolster teachers' creativity and effectiveness in the classroom. Regular staff meetings serve as invaluable platforms for providing guidance to teachers, fostering ongoing evaluation of their performance, and nurturing creativity in teaching practices. Sending teachers to attend diverse training sessions, such as teacher collaboration groups, IT-based learning workshops, and Curriculum 2013 training, equips them with new knowledge and skills that can be applied in their teaching methodologies. Introducing alternative learning environments, such as outdoor spaces, offers a refreshing change for teachers and students, invigorating their approach to learning. Providing support for problem-solving cultivates a supportive atmosphere that encourages teachers to experiment and innovate in their teaching methods. Establishing effective communication channels and fostering collaboration among teachers ensures that the school's objectives are aligned and that best practices are shared and implemented. Ensuring the availability of teaching resources, instructional materials, and adequate facilities supports teachers in delivering engaging and practical lessons.

Leading by example, principals inspire creativity among teachers by demonstrating exemplary behavior and fostering positive relationships within the school community. Offering guidance on implementing varied teaching approaches empowers teachers to innovate and experiment with different instructional methods, ultimately enriching the learning experience for students. By integrating these additional strategies into their leadership approach, school principals can create an environment that nurtures and enhances teachers' creativity, leading to improved student learning outcomes.

Principals have a strategy to enhance teachers' creativity by programming activities such as official meetings, teacher mentoring both in groups and individually, academic gatherings of teachers, creativity competitions for outstanding teachers, training sessions, motivational seminars, subject teacher forums, lesson studies, research grants, and professional writing. With this program, it is hoped that teachers can enhance their creativity in teaching at Elementary Schools.

Supporting factors, obstacles, opportunities, and challenges in enhancing teachers' creativity. Factors that can support the principal in realizing this include the educational background of professionally qualified teachers who have a deep understanding of what they teach, are skilled in teaching it effectively and efficiently and have strong personalities. To achieve capable and expert teachers, priority is given to graduates of teacher education institutions because the competence and creativity of a professional teacher are not just the result of conditioned conversations or exercises but require relevant and substantive programmed education, effective and efficient organization, standardized evaluation

criteria, adequate school libraries providing books for teachers' teaching materials and textbooks for students, adequate facilities and infrastructure such as clean rooms, teaching aids to facilitate teachers in teaching, a comfortable and conducive working environment away from crowded populations and vehicle noise, strong support from the school committee so that the school is assisted in implementing school activities.

Meanwhile, factors inhibiting the headmaster in enhancing teachers' creativity are teachers having different educational, cultural, and social backgrounds because they come from different regions, making it slightly tricky for the headmaster to align perceptions, requiring appropriate strategies. Then the number of teachers is minimal, only eight people. In comparison, the total number of teachers and educational staff is 14, and the relationship between parents is. The school is not good, co-operation in educating children is not optimal, as evidenced by the absence of many parents in meetings with the school, jointly made programs are not running smoothly due to poor communication, too many external duties for the headmaster, there are only two LCDs in the school making it difficult for teachers to use media in teaching. Some teachers cannot operate computers, so many teaching media are not utilized.

4. CONCLUSION

Several conclusions and recommendations can be drawn based on research findings regarding the strategies employed by principals to enhance creativity in Elementary Schools. The strategies implemented by principals include organizing meetings and sharing sessions with teachers to assist in solving learning problems. Furthermore, these strategies encompass sending teachers to participate in training such as Subject Teacher Meetings (MGMP), seminars, IT-based workshops, and training on the 2013 Curriculum. Another conclusion pertains to the supporting and hindering factors in enhancing teacher creativity. Supporting factors involve adequate educational backgrounds of teachers, positive responses to innovation, strong motivation, good co-operation, sufficient teaching media, a positive work environment, and robust committee support. On the other hand, hindering factors include differences in attitudes, backgrounds, and social levels among teachers, limited number of teaching staff, poor communication, reluctance towards older teachers, and limitations in teachers' technology skills.

Meanwhile, in terms of improving the quality of education, the principal's strategy involves support among teachers, learning curricula, adequate facilities and infrastructure, and community participation. However, there are obstacles such as limited time in school, parents' busyness, parents' attitudes, environment, and the influence of mass media. Various recommendations are also proposed based on the research results. Principals are advised to implement strategies effectively, ensure the application of appropriate strategies, and maintain the spirit of creating a high-quality and excellent school. Teachers are encouraged to always be creative, productive, and innovative in performing their duties. All stakeholders, including parents and the community, are expected to continue providing support to maintain and enhance the quality and excellence of the school. This study underscores the complexity of enhancing creativity and quality in education, highlighting the multifaceted roles of principals, teachers, and the wider community. Effective leadership, continuous professional development, and collaborative efforts are essential in overcoming challenges and achieving educational excellence.

ACKNOWLEDGMENTS

We want to thank the graduate school, Patempo University, and Makassar, for their support during this research. We also thank our lecturers, researchers, fellow students, family, and friends who have provided valuable support and contributions.

REFERENCES

Alamsyah, Alamsyah. 2017. "Strategi Kepala Sekolah Dalam Meningkatkan Kreativitas Guru Di MAN 1 Mukomuko Bengkulu."

- de Araujo, Lizio Marcel, Sidik Priadana, Vip Paramarta, and Denok Sunarsi. 2021. "Digital Leadership in Business Organizations." *International Journal of Educational Administration, Management, and Leadership* 45–56.
- Creswell, John W., and Vicki L. Plano Clark. 2018. *Designing and Conducting Mixed Methods Research*. 3rd ed. Beverly Hills, CA: SAGE Publications.
- Darling-Hammond, Linda, Dion Burns, Carol Campbell, A. Lin Goodwin, Karen Hammerness, Ee-Ling Low, Ann McIntyre, Mistilina Sato, and Ken Zeichner. 2017. *Empowered Educators: How High-Performing Systems Shape Teaching Quality around the World*. John Wiley & Sons.
- Fitria, Fitria, Ruslan Ruslan, and Muhammad Yusuf Mappede. 2021. "Application of E-Learning Based on Enriched Virtual Model in the Subject Database." *International Journal of Environment, Engineering and Education* 3(1):32–40. doi: 10.55151/ijeedu.v3i1.47.
- Franco, Mario. 2020. *Digital Leadership: A New Leadership Style for the 21st Century*. BoD–Books on Demand.
- Fry, Louis W., and Melissa Sadler Nisiewicz. 2013. *Maximizing the Triple Bottom Line through Spiritual Leadership*. Stanford University Press.
- Fullan, Michael. 2015. *The New Meaning of Educational Change*. Teachers college press.
- Gall, Meredith Damien, Walter R. Borg, and Joyce P. Gall. 1996. *Educational Research: An Introduction*. Longman Publishing.
- Hattie, John. 2012. *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge.
- Idkhan, A. Muhammad, and Muhammad Maruf Idris. 2021. "Dimensions of Students Learning Styles at The University with The Kolb Learning Model." *International Journal of Environment, Engineering & Education* 3(2):75–82.
- Ismail, Andy, Taofik Hidajat, Yenny Maya Dora, Fauzan Eka Prasatia, and Astrid Pranadani. 2023. *Leading the Digital Transformation: Evidence from Indonesia*. Asadel Publisher.
- Kayyali, Mustafa. 2024. "Career Development in Higher Education: Best Practices and Innovations." Pp. 1–19 in *Advancing Student Employability Through Higher Education*. IGI Global.
- Leithwood, Kenneth, and Doris Jantzi. 2008. "Linking Leadership to Student Learning: The Contributions of Leader Efficacy." *Educational Administration Quarterly* 44(4):496–528.
- Miles, Matthew B., and A. Michael Huberman. 1994. *Qualitative Data Analysis: An Expanded Sourcebook*. sage.
- Mishra, Punya, and Matthew J. Koehler. 2006. "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge." *Teachers College Record* 108(6):1017–54.
- Moleong, Lexy J. 2007. *Qualitative Research Methodology*. Bandung: PT Remaja Rosdakarya.
- Mulyasa, Enco. 2004. "Manajemen Berbasis Sekolah: Konsep, Strategi Dan Implementasi."
- Natsir, Taufiq, A. Ramli Rasyid, and Samuel Akpan Basse. 2023. "The SAVI Learning Model and the 21st Century Skills: Developing Critical Thinking, Collaboration, and Creativity in Students Vocational High School." *International Journal of Environment, Engineering and Education* 5(1):27–34. doi: 10.55151/ijeedu.v5i1.96.
- Padalia, Andi, and Taufiq Natsir. 2022. "End-User Computing Satisfaction (EUCS) Model: Implementation of Learning Management System (LMS) on Students Satisfaction at Universities." *International Journal of Environment, Engineering and Education* 4(3):100–107. doi: 10.55151/ijeedu.v4i3.72.
- Rachmaniar, Rachmaniar, Muhammad Yahya, and Mustari Lamada. 2021. "Evaluation of Learning through Work Practices Industry Program at University with the CIPP Model Approach." *International Journal of Environment, Engineering & Education* 3(2):59–68.
- Scheurich, James Joseph, and Linda Skrla. 2003. *Leadership for Equity and Excellence: Creating High-Achievement Classrooms, Schools, and Districts*. Corwin Press.
- Schleicher, Andreas. 2019. "PISA 2018: Insights and Interpretations." Oecd Publishing.
- Suarlin, Suarlin, and Muhammad Ichsan Ali. 2020. "The Effect of Environmental Education Learning on Students at University." *International Journal of Environment, Engineering and Education* 2(3):49–56. doi: 10.55151/ijeedu.v2i3.39.
- Sugiyono. 2012. *Statistika Untuk Penelitian*. Bandung: Alfabeta.
- Taylor, Steven J., Robert Bogdan, and Marjorie DeVault. 2015. *Introduction to Qualitative Research Methods: A Guidebook and Resource*. New York, United States: John Wiley & Sons.
- UNESCO, UNDP. 2015. "Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4."
- Wahrini, Retyana, Nuridayanti Nuridayanti, and Elfira Makmur. 2019. "The Role of Teachers in Awareness of Occupational Safety and Health (OSH) Vocational School Students." *International Journal of Environment, Engineering and Education* 1(3):67–74. doi: 10.55151/ijeedu.v1i3.18.