



Received: 02-02-2025  
Accepted: 12-03-2025

ISSN: 2583-049X

**Improving the Widyaaiswara Creativity through Strengthening Transformational Leadership, Knowledge Management, Teamwork, and Achievement Motivation: Empirical Study Using Path Analysis and SITOREM on Widyaaiswara Ministry of Primary and Secondary Education**

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DOI: <https://doi.org/10.62225/2583049X.2025.5.2.3925>

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**Abstract**

**Virgo Rita Furyani**, This study aims to analyze the factors that influence the increase in widyaaiswara creativity through strengthening transformational leadership, knowledge management, teamwork, and achievement motivation, (empirical study using path analysis and sitorem on widyaaiswara ministry of primary and secondary education). This study uses a quantitative approach with path analysis techniques and SITOREM analysis to analyze data obtained from widyaaiswara ministry of primary and secondary education. In this study, transformational leadership, knowledge management, teamwork, and achievement motivation were identified as variables that have a

significant relationship with widyaaiswara creativity. The results showed that effective widyaaiswara creativity, transformational leadership, knowledge management, teamwork, and adequate achievement motivation play an important role in improving widyaaiswara creativity. Through path analysis and sitorem, this study provides an overview of the interaction between variables and the contribution of each factor in influencing widyaaiswara creativity. These findings are expected to be a reference for relevant parties in formulating policies to improve empirical studies using path analysis and sitorem on widyaaiswara ministry of primary and secondary education.

**Keywords:** Creativity, Transformational Leadership, Knowledge Management, Teamwork, and Achievement Motivation

**Introduction**

In the era of globalization and rapid technological development, demands on the quality of human resources, especially in the field of education and training, are increasing. Widyaaiswara as the spearhead in the learning process and competency development has a strategic role in creating quality and highly competitive human resources. However, to be able to carry out this role optimally, a widyaaiswara is not only required to have technical competence, but also high creativity in designing, implementing, and evaluating training programs. Improving the quality of human resources (HR) in this era of globalization requires an innovative and effective approach to answer the existing challenges. One sector that plays an important role in improving the quality of human resources is the world of education and training, especially for widyaaiswara. Widyaaiswara has a very vital role in guiding and fostering individual competencies and abilities through a learning process based on the needs and developments of the times. Therefore, to improve the effectiveness and quality of training provided, it is important for widyaaiswara to continue to improve their creativity in designing and delivering training materials.

This increased creativity can be achieved through various approaches that involve strengthening several important aspects, including transformational leadership, knowledge management, teamwork, and achievement motivation. Transformational leadership enables widyaaiswara to inspire and encourage positive change in trainees, while knowledge management assists in the management of information and experience to improve the quality of training. Effective teamwork is key in creating a collaborative and supportive environment among trainees, and achievement motivation encourages them to continue to innovate and deliver the best results.

The creativity of widyaaiswara is a key factor in facing the challenges and dynamics of change that occur. Creativity is not only related to the ability to generate new ideas, but also the ability to apply these ideas in a relevant and useful context. However, increasing creativity does not happen instantly, but requires support from various factors, both internal and external. Some of

the factors that are considered to have a significant effect in improving widyaiswara creativity include transformational leadership, knowledge management, teamwork, and achievement motivation.

Transformational leadership is believed to create a work environment that encourages innovation and creativity through inspiration, intellectual stimulation, and individual attention. Meanwhile, knowledge management facilitates the process of sharing, creating, and applying knowledge that can be the basis for developing creative ideas. Solid teamwork is also a catalyst in creating synergy and collaboration that encourages innovative solutions. In addition, achievement motivation as an intrinsic factor in widyaiswara can encourage them to continue to strive to achieve the best results and contribute optimally.

Based on this background, this study aims to analyze and identify the extent to which strengthening transformational leadership, knowledge management, teamwork, and achievement motivation can increase the creativity of widyaiswara. By understanding the relationship between these factors, it is expected that effective strategies can be formulated to optimize the role of widyaiswara in facing current and future challenges. By combining these four aspects, it is hoped that a system can be created that supports the overall enhancement of widyaiswara creativity. This holistic approach will not only improve the quality of training, but also have a positive impact on trainees, which ultimately contributes to improving the overall quality of human resources. Therefore, this study will discuss how the strengthening of transformational leadership, knowledge management, teamwork, and achievement motivation can contribute to the enhancement of widyaiswara creativity.

As an initial knowledge of the creativity of widyaiswara of the Ministry of Primary and Secondary Education (Kemdikdasmen), an initial survey was conducted. Based on the results obtained through the survey using a questionnaire and distributed to 30 respondents, namely Widyaiswara BGP Banten, BBGP West Java, BBGP Central Java and BBGP East Java, the following conclusions were obtained:

1. There are 35% of widyaiswara who have not met expectations in terms of independent activities to explore problems. This can be seen from widyaiswara who have not carefully realized the existence of a problem from experience; have not realized the existence of a problem by looking at the surrounding situation; and have not realized the existence of a problem by listening to others.
2. There are 33% of widyaiswara who have not met expectations in terms of gathering information to find solutions. This can be seen from the fact that not all widyaiswara have studied the problems that occur by reading the literature; have not collected information from peers to find out the existing problems; and have not collected information from related sources by circulating surveys.
3. There are 34% of widyaiswara who are not as expected related to the preparation of alternative solutions. This can be seen in not all widyaiswara thinking about what is best to overcome a problem, designing solutions to

problems that occur.

4. There are 41% of widyaiswara who are not as expected in terms of activities to find ideas that contain novelty. This can be seen in the fact that not all widyaiswara find new ideas in teaching because of the demands of the job; not all of them develop unique and meaningful materials and strategies to improve participants' competence; and not all widyaiswara create new learning methods/models by utilizing IT.
5. There are 40% of widyaiswara who are not as expected in terms of designing creative ideas to be effective. This can be seen in the fact that not all widyaiswara have "shared" best practices in training; have not fully designed what is an idea into a complete plan; and have not evaluated what has been done after the activity.

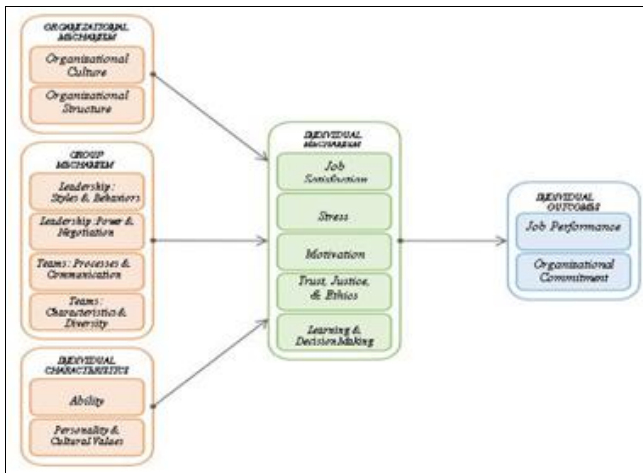
The survey results above show that Widyaiswara's creativity still needs to be improved, so it is necessary to find strategies and ways to increase Widyaiswara's creativity. Given that Widyaiswara Creativity is a success factor in the achievement of education and training programs, Widyaiswara Creativity is interesting to study. However, there is a gap between the mismatch of expectations and reality in the field. With the speculation that there is an inconsistent understanding between Widyaiswara's Creativity and the achievement of education and training goals, therefore the author wants to examine the positive influence of other variables so that strategies and ways to increase Widyaiswara's Creativity can be found.

#### Library Study

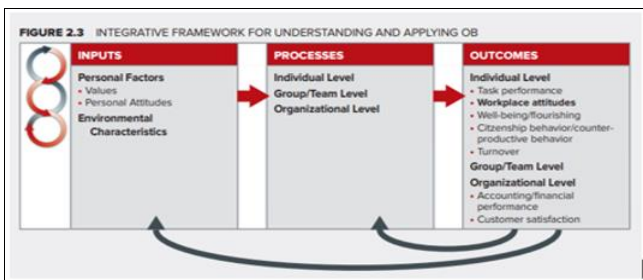
The main theory (Grand Theory) in this research is Organizational Behavior. Lately the theory has become an interesting and popular topic of discussion in many circles, not only limited to academics or educators but also among politicians and bureaucrats. This is very reasonable because organizational behavior is easy to understand, increasingly complex organizational problems, and plus various human problems with various characters and behaviors have become the main challenges that organizations often face.

An explanation of Organizational Behavior, among others, is stated by Aeni & Wiwaha (2022) that organizational behavior is the behavior of individuals and groups that have an impact on the organization. Darim (2020) in his research focuses on three determinants of behavior in an organizational environment, namely individuals, groups, and structures. In addition, the organizational behavior approach utilizes the understanding gained about individuals, groups, and the impact of structure on behavior to improve work effectiveness in an organization. Thus, an organization can be defined as an entity consisting of individuals who interact and work together to achieve their goals.

Another explanation was put forward by Colquitt *et al.* (2019) that organizational behavior is a field of study aimed at understanding, explaining, and ultimately improving the attitudes and behavior of individuals and groups in organizations. In more detail Colquitt *et al.* (2014) describe the mechanism of organizational behavior as follows:



Based on the above organizational behavior model, there are five important components of organizational behavior theory, namely Organizational Mechanisms, Group Mechanisms, Individual Characteristics, Individual Mechanisms and individual outcomes. It can be stated that organizational behavior basically has basic consistency. This means that behavior does not appear randomly, but can be predicted and then modified according to the differences and uniqueness of each individual in the organizational group.



**1. The direct effect of Transformational Leadership on Creativity**

The indicators of Transformational Leadership are as follows: 1) Idealized influence, 2) (Inspirational motivation), 3) (Intellectual simulation), and 4) (Individual consideration).

The selection with of indicators based on the understanding that a person's creativity will emerge if a person is accustomed to creative behaviors, where the characteristics of a person who is accustomed to creative behavior are: (1) Accustomed to being independent (2) Accustomed to learning various complex things, (3) Openness to other people's ideas and new things, (4) Having smart, rational, divergent and logical cognition, (5) Persistence in developing new ideas.

**2. The Effect of Knowledge Management on Creativity**

Knowledge Management is a systematic process for finding, selecting, organizing, and presenting, and using knowledge to increase employee innovation and creation in achieving organizational goals, with indicators: 1) Knowledge acquisition: Acquisition of knowledge from sources of knowledge fields, 2) Knowledge refinement: Improvement and reformulation of acquired knowledge 3) (Knowledge storing): Storage and documentation of knowledge files, 4) Knowledge evaluating: Evaluation of the usefulness and relevance of knowledge, 5) Knowledge Dissimination:

Dissemination of information about successful application of knowledge, 6) Knowledge Application: Practical instructions on how to apply knowledge.

The selection with of indicators based on the understanding that a person's creativity will emerge if a person is accustomed to creative behaviors, where the characteristics of a person who is accustomed to creative behavior are: (1) Accustomed to being independent (2) Accustomed to learning various complex things, (3) Openness to other people's ideas and new things, (4) Having smart, rational, divergent and logical cognition, (5) Persistence in developing new ideas.

**3. Direct Effect of Teamwork on Creativity**

Teamwork is a group of people who work in groups, and are willing to contribute to their groups, so as to produce greater group performance in realizing common goals, and use organizational resources effectively, with the following indicators: 1) Commonality of purpose, 2) Cooperation, 3) Communication, 4) Mutual Contribution, 5) Responsibility, 6) Interdependence.

The selection with of indicators based on the understanding that a person's creativity will emerge if a person is accustomed to creative behaviors, where the characteristics of a person who is accustomed to creative behavior are: (1) Accustomed to being independent (2) Accustomed to learning various complex things, (3) Openness to other people's ideas and new things, (4) Having smart, rational, divergent and logical cognition, (5) Persistence in developing new ideas.

**4. Direct Effect of Achievement Motivation on Creativity**

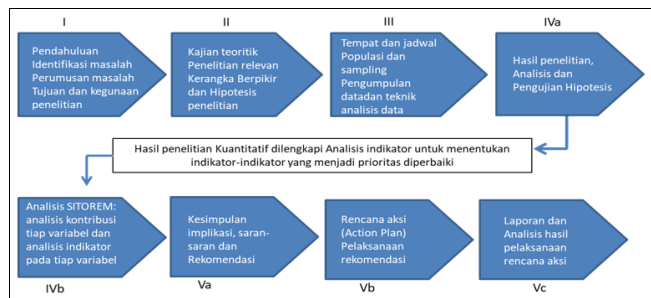
Achievement motivation is a desire / encouragement to work hard or do something by maximizing the skills and abilities possessed effectively and efficiently to get optimal results in accordance with the objectives. Indicators of achievement motivation are as follows; 1) Likes challenges. 2) Feedback. 3) Taking risks into account. 4) Achieving in work. 5) Desire to excel in competition.

The selection with of indicators based on the understanding that a person's creativity will emerge if a person is accustomed to creative behaviors, where the characteristics of a person who is accustomed to creative behavior are: (1) Accustomed to being independent (2) Accustomed to learning various complex things, (3) Openness to other people's ideas and new things, (4) Having smart, rational, divergent and logical cognition, (5) Persistence in developing new ideas.

**Research Methods**

The research approach is a research plan and procedure that includes steps: From broad assumptions to detailed methods in data collection, analysis, and interpretation (Creswell, 2016: 3). The research approaches used in this study are explained as follows:

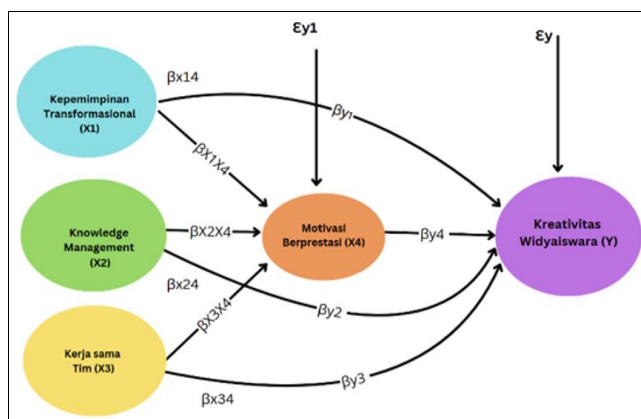
1. From the research objectives, this research is descriptive, which is a study that aims to explain the characteristics of the research variables.
2. From the type of study (type of investigation), this type of research is verification or causality (causal study), because this research wants to find the cause or causal relationship of one or more problems.



SITOREM

Path analysis and SITOREM analysis are combined research methods that combine path analysis research methods whose results are strengthened by using SITOREM analysis. Through SITOREM Analysis, the results of the Path Analysis research are analyzed in more detail on the

indicators of the research variables, so as to find indicators that need to be immediately improved and maintained or developed. In the context of this study, in addition to using Path Analysis, it also uses sitorem analysis. Scientific Identification Theory to Conduct Operation Research in Education Management (sitorem), is a scientific method used to identify variables (theory) to carry out “Operation Research” in the field of Education Management (Hardhienata, 2017). SITOREM analysis is carried out by identifying and analyzing three things, namely: a) Identification of the strength of the influence between the independent variable and the dependent variable; b) Analysis of the value of the research results for each indicator of the research variable, and c) Analysis of the weight of each indicator of each research variable based on the criteria “Cost, Benefit, Urgency and Importance.



Population is a generalization area consisting of: Objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Sugiyono, 2015). The population of this study was 202 Widyaiswara Kemdikdasmen.

No	wilayah	Jumlah
1	Banten	30
2	Jawa Barat	62
3	Jawa Tengah	48
4	Jawa Timur	62
	Total	202

**Results and Discussion**

Based on the identification of the strength of influence between research variables, and based on the weight of each

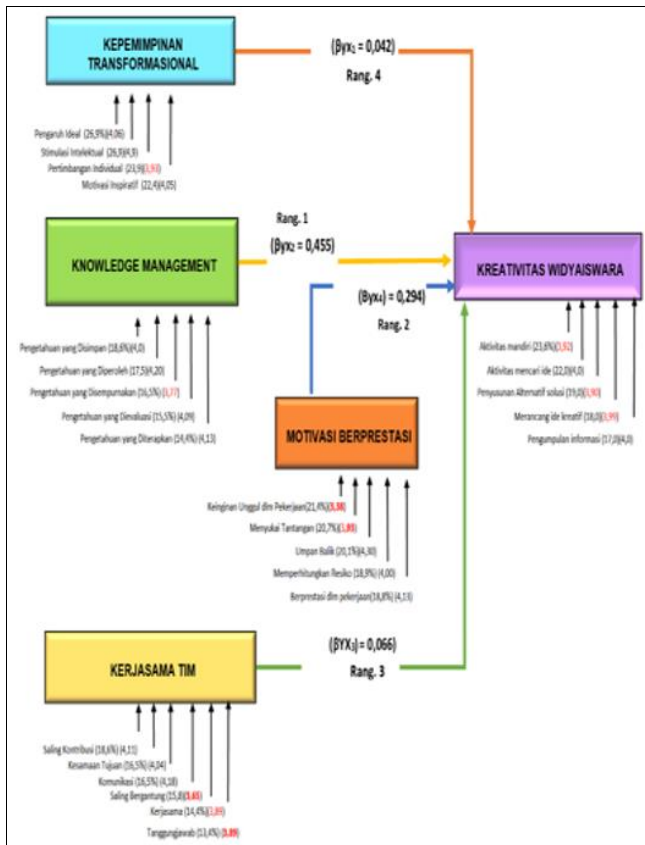
indicator of the independent variable that has the greatest contribution, the priority order of indicators that need to be improved immediately and those that need to be maintained can be arranged. The use of SITOREM Analysis is carried out through the following stages:

**1. Contribution Analysis (coefficient of determination)**

At this stage, the contribution of the independent variables to the dependent variable is analyzed, namely by using the coefficient of determination calculation formula. The coefficient of determination is calculated from the square of the correlation coefficient (or the correlation coefficient is squared) (Supardi, 2013: 188). Based on the path analysis research design in this study, the contribution analysis can be designed as described in the table below:

S. No	Influence Between Research Variables	Path Coefficient	Coefficient of Determination	Contribution (%)
1	The influence between Knowledge Management and Widyaiswara Creativity	0,042	0,548	54,8%
2	The Influence between Achievement Motivation and Widyaiswara Creativity	0,455	0,483	48,3%
3	Influence between Teamwork and Widyaiswara Creativity	0,066	0,342	34,2%
4	Influence between Transformational Leadership and Widyaiswara Creativity	0,294	0,189	18,9%

2. Sitorem Analysis



SITOREM ANALYSIS RESULT	
Priority order of indicator to be Strengthened	Indicator remain to be maintained
1 <sup>st</sup> Pengetahuan yang Disebarkan	1. Pengetahuan yang Disimpan
2 <sup>nd</sup> Keinginan unggul dalm pekerjaan	2. Pengetahuan yang Diperoleh
3 <sup>rd</sup> Menyukai tantangan	3. Pengetahuan yang Disempurnakan
4 <sup>th</sup> Saling Bergantung	4. Pengetahuan yang Dievaluasi
5 <sup>th</sup> Kerjasama	5. Pengetahuan yang Diterapkan
6 <sup>th</sup> Tanggungjawab	6. Umpan balik
7 <sup>th</sup> Pertimbangan Individual	7. Memperhitungkan risiko
8 <sup>th</sup> Aktivitas mandiri untuk mendalami masalah	8. Berprestasi dalam pekerjaan
9 <sup>th</sup> Penyesuaian Alternatif solusi	9. Saling kontribusi
10 <sup>th</sup> Merancang ide kreatif untuk menjadi suatu yang efektif	10. Kesamaan Tujuan
	11. Komunikasi
	12. Pengaruh Ideal
	13. Stimulasi Intelektual
	14. Motivasi Inspiratif
	15. Aktivitas mencari ide yang mengandung kebaruan
	16. Pengumpulan informasi untuk mencari solusi

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