

## Improvement of Creativity Through The Development of Self-Efficacy and Personality

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### Abstract

This study aims to find efforts to increase teacher creativity through the development of self-efficacy and personality. This research method uses a survey method with a correlational approach expressed by the magnitude of the correlation coefficient statistically. The measuring instrument in this study is a questionnaire with a list of positive and negative statements compiled based on indicators that are following the research variables. This research was carried out in state elementary schools throughout Gunungguruh District, Sukabumi Regency. The population of this study was civil servant teachers totaling 125 people and the total sample was 95 people. The data analysis techniques used in this study are partial correlation and double correlation. The results showed that there was a positive and significant relationship between self-efficacy and teacher creativity ( $r_{y1} = 0.372$ ), there was a positive and significant relationship between personality and teacher creativity ( $r_{y2} = 0.370$ ), and there was a positive and significant relationship between self-efficacy and personality together with teacher creativity ( $r_{y12} = 0.575$ ). This research is useful for scientific development, especially in educational management, especially in the material of self-efficacy, personality, and creativity.

**Keywords:** teacher's creativity, self-efficacy, personality.

### I. INTRODUCTION

An educator or a teacher is a determining factor in the success of education. Therefore, teachers are required to pour creativity into the learning process. Creative teachers are always looking for ways to achieve goals in the learning process, and adjust the teaching methods used to achieve learning goals and targets by developing student learning conditions. This creativity allows teachers to find appropriate teaching methods, especially in providing guidance and encouragement so that students can learn effectively.

According to Greenberg and Baron (2011: 561), "creativity is a process for individuals or teams in creating an idea or useful work". These factors of creativity include: (a) enjoying learning new things, (b) daring to take risks, (c) having various ways of solving problems, and (d) being open to new ideas.

According to Rachmawati and Kurniati (2010: 14), "creativity is a process that produces effective new ideas, techniques, methods or products, or new products that have an imaginative side, aesthetics, flexibility, completeness, heritage, wisdom and efficiency in all areas that are useful in solving problems". Factors of creativity include (a) acceptance of new experiences, (b) flexible thinking and response, (c) freedom of expression of opinions and feelings, (d) appreciation of fantasy, (e) interest in creative activities, (f) having one's own opinions that are not influenced by others.

Everyone is creative, such as having curiosity, the desire to ask questions, being imaginative, daring to take risks, like new things, and so on. However, the obstacles to building creativity are not small, one of which is when the teacher is not sure or believes in his abilities. When the teacher is not sure of himself and sees that he is not capable of doing more, it means that the teacher has low self-efficacy. When his self-efficacy is low, then that is where his creativity is hampered. Ivancevich (2010: 217) mentions "self-efficacy as the belief that a person can perform well in certain situations". Self-efficacy is related to (a) motivation that encourages a person to have good performance, (b) a willingness to learn more and apply his knowledge to improve performance, and (c) to have a higher

level of goal setting and performance. According to Kreitner and Kinicki (2010: 129), "self-efficacy is a person's belief in the possibility of completing a certain task". The elements of self-efficacy are: (a) previous experiences, (b) behavioral models (other successes), (c) persuasion of others, and (d) physical / emotional states. For example, if a person has high self-efficacy, then the person will work harder, more creatively and longer than the person who has low self-efficacy.

Creative teachers are also expected not to run out of ideas and ideas in order to turn the material they teach into material that has meaning for students. As already stated, the teacher's creativity can make the information conveyed more thoroughly and understood by students. This can be easily realized if the teacher also has a good personality. When a teacher has a good personality, then the teacher can face students consisting of various traits and groups, can blend and be friendly, and control emotions in facing students.

According to Schermerhorn et al. (2010: 31), "personality is a combination of overall characteristics that capture the unique traits of a person as a person reacts to and interacts with others". The personality dimensions of the Big Five include: (a) Extraversion: outgoing, associating, assertive, (b) Agreeableness: well-natured, trusting, cooperative, (c) Conscientiousness: responsible, reliable, persistent, (d) Emotional stability: not agitating, securing, relaxing, and (e) Openness to Experience: imaginative, curious, forward-thinking.

Gibson et al. (2006: 113) state "personality is a relatively stable set of characteristics, and tends to temperament in individuals that have been significantly shaped by inheritance and by social, cultural, and environmental factors". The Big Five Personality dimension consists of: (a) Conscientiousness, Hardworking, diligent, organized and constant, (b) Extroversion (Openness). A person's level of association, gregariousness, and assertiveness, (c) Agreeableness. The level of working well with others by sharing trust, warmth, and mutual cooperation, (d) Emotional Stability. People's display ability in handling stress by staying calm, focused, and self-confident, and (e) Openness to Experience.

Phenomena in the field show that generally the learning behavior of teachers in schools is still limited to understanding the meaning of teaching, where teachers often only use the lecture method in learning and rarely use supporting media in learning. To be an effective teacher and deliver meaningful learning, teachers should also view students as learning subjects where the teacher adjusts his approach according to the needs of the students he faces.

The factors causing teacher creativity are still low, it is expected to have something to do with self-efficacy and personality so that the teacher's creativity in carrying out work is relatively low, as well as implementation in managing student learning both in terms of understanding students, designing and implementing learning, and developing the potential of students is not optimal.

This study aims to find efforts to increase creativity in state elementary schools throughout Gunungguruh District, Sukabumi Regency through the development of variables of self-efficacy and personality, by identifying the strength of the relationship between self-efficacy and creativity, the strength of the relationship between personality and creativity, and the strength of the relationship between self-efficacy and personality together with creativity.

Based on this description, the problem to be studied can be formulated, namely as follows.

Is there a relationship between self-efficacy and creativity?

Is there a relationship between personality and creativity?

Is there a relationship between self-efficacy and personality together with creativity?

## II. METHODE

This research method uses a survey method with a correlational approach expressed by the magnitude of the correlation coefficient and significance (significant) statistically, to reveal the relationship between creativity (Y), self-efficacy (X1) and personality (X2). The population in this study was civil servant teachers from state elementary schools (SD) in Gunungguruh District, Sukabumi Regency, which amounted to 125 people. Determination of research samples representing the population using the Slovin formula. From the total population of 125 people, the number of

samples taken was 95 people. Sampling is carried out by proportional random sampling technique. The hypotheses tested in this study include:

Hypothesis 1: there is a positive relationship between self-efficacy and creativity.

Hypothesis 2: there is a positive relationship between personality and creativity.

Hypothesis 3: there is a positive relationship between self-efficacy and personality together with creativity.

This research began with data collection through a questionnaire tool that was distributed to respondents. Data from quantitative research results were analyzed using descriptive statistics and inferential statistics. Data analysis was carried out with the normality test step of the estimated error, the variance homogeneity test. Determination of regression equations, significance tests of regression equations, linearity of regressions and hypothesis testing with correlation tests.

### III. RESULTS

#### 3.1. The Relationship between Self-Efficacy and Creativity

The results of the hypothesis test of the relationship between self-efficacy and creativity showed that the strength value of the  $r_{y1}$  relationship was 0.372 and the value of the coefficient of determination was  $r^2_{y1}$  was 0.138. This means that self-efficacy contributes 13.8% to creativity. The significance of this relationship also obtained significant results at the level of  $\alpha = 0.05$ .

The functional relationship between self-efficacy and creativity is expressed in the form of a regression equation  $\hat{Y} = 89.397 + 0.273X_1$ . The results of the calculation of the significance and linearity of the regression equation show that the regression equation  $\hat{Y} = 89.397 + 0.273X_1$  is significant. The results of this test confirm that Equation  $\hat{Y} = 89.397 + 0.273X_1$  can be used to predict creativity based on self-efficacy scores.

The results of the correlation test of the relationship between self-efficacy and creativity are shown in the following table:

Correlation Coefficient ( $r_{y1}$ )	Coefficient of Determination ( $r^2_{y1}$ )	N	$t_{count}$	$t_{table}$ 5%	Conclusion
0,372	0,138	95	4,163	1,985	Significant
Significance test requirements: $t_{count} > t_{table}$					

Based on the table above, it is known that the coefficient of significant correlation between self-efficacy and creativity ( $r_{y1}$ ) is 0.372. This can be proven by the value of  $t$ , where the calculation is greater than the  $t_{table}$ . Thus, hypothesis one is accepted. This study shows that there is a positive and significant relationship between self-efficacy and creativity.

#### 3.2. Relationship between Personality and Creativity

Based on the results of data analysis calculations, a correlation value between personality and creativity was obtained,  $r_{y2}$  0.370 and a coefficient of determination  $r^2_{y2}$  0.137, which means that personality contributes 13.7% in increasing creativity. The significance of this relationship also obtained very significant results at the level of  $\alpha = 0.05$ .

The functional relationship between personality variables and creativity is represented in the form of regression equations  $\hat{Y} = 77.186 + 0.413X_2$ . The results of calculating the significance and linearity of regression equations obtained the result that the regression equation  $\hat{Y} = 77.186 + 0.413X_2$  is significant. The results of this test confirmed that the equation  $\hat{Y} = 77.186 + 0.413X_2$  can be used to predict creativity based on personality scores.

The results of the correlation test of the relationship between personality and creativity are shown in the following table:

Correlation Coefficient (ry1)	Coefficient of Determination (r <sup>2</sup> <sub>y1</sub> )	N	t <sub>count</sub>	t <sub>table</sub> 5%	Conclusion
0,370	0,137	95	4,129	1,985	Significant
Significance test requirements: t <sub>count</sub> > t <sub>table</sub>					

Based on the table above, it is known that the correlation coefficient is very significant between personality and creativity (ry2) of 0.370. This can be proven by the value of t, where the calculation is greater than the ttable. Thus, hypothesis two is accepted. This research shows that there is a positive and significant relationship between personality and creativity.

### 3.3. The relationship between Self-Efficacy and Personality together with Creativity

The relationship together between the variables of self-efficacy and personality with creativity, has a correlation coefficient of ry12 0.575 and a coefficient of determination of r<sup>2</sup><sub>y12</sub> 0.330 so that it can be concluded that 33 % of creativity can be increased through the variables of self-efficacy and personality together. The functional relationship between the variables of self-efficacy and personality together with creativity is represented in the form of regression equations  $\hat{Y} = 12.469 + 0.259X_1 + 0.602X_2$ .

The results of the correlation test of the relationship between self-efficacy and personality with creativity are shown in the following table:

Correlation Coefficient (ry1)	Coefficient of Determination (r <sup>2</sup> <sub>y1</sub> )	N	t <sub>count</sub>	t <sub>table</sub> 5%	Conclusion
0,575	0,330	95	8,274	1,985	Significant
Significance test requirements: t <sub>count</sub> > t <sub>table</sub>					

Based on the table above, it is known that the coefficient of significant correlation between self-efficacy and personality together with creativity (ry12) is 0.575. This can be proven by the value of t, where the calculation is greater than the ttable. Thus, hypothesis three is accepted. This study shows that there is a positive and significant relationship between self-efficacy and personality together with creativity.

## IV. DISCUSSION

### 4.1. Positive Relationship Between Self-Efficacy and Creativity

The results of the hypothesis test of the relationship between self-efficacy and creativity showed that the strength value of the ry1 relationship was 0.372 and the value of the coefficient of determination r<sup>2</sup><sub>y1</sub> was 0.138, which means that self-efficacy contributed to an increase in creativity by 13.8%. The significance of this relationship also obtained significant results at the level of  $\alpha = 0.05$ . The positive relationship between self-efficacy and creativity can be seen in the functional relationship shown by the regression equation  $\hat{Y} = 89.397 + 0.273X_1$  meaning that every increase of one unit of self-efficacy score can increase the creativity score by 0.273 at a constant of 89.397.

The results of this study supported by the research of Mohammad Mohammadi and Qumarth Azizmalayeri on "The Relationship between Creativity and Job Self-Efficacy of Physical Education Coaches in the City of Malayer" showed a significant relationship between creativity and self-efficacy with a correlation coefficient of 0.539. The results of the study revealed that in general creativity and self-efficacy are needed in work, be it in science, technology, art and skills. Fostering creativity through self-efficacy is a very important factor in making work results effective and high-achieving.

Slameto (2010: 145) posits that "creativity is the embodiment of something new in the form of ideas, deeds and works that are different from existing ones and have various ways of dealing with problems". The factors are: (a) having a great desire for curiosity, (b) being open to new experiences, (c) wanting to find or research, (d) having a spirit of inquiry, (e) tending to seek broad and satisfying answers, and (f) thinking flexibly. Preiss and Strenberg (2010: 117) express "self-efficacy as a belief in the ability of the self to be able to complete the tasks it has well. Self-efficacy is more associated with a person's belief in his ability to complete a task than with the skills needed to complete a given task". Signs of a person having high self-efficacy are: (a) confidence in self-potential, (b) completing tasks, (c) using strategies, (d) giving more effort, and (e) perseverance. This research reveals that creativity can increase when a person is confident in the potential he has, sets high goals, has the willingness to spend energy or time to develop his potential, survives in the face of challenges, and wants success in a given task. Suharyati, et.al suggests that there is a significant relationship between the variables of self-efficacy and teacher creativity, of which the increase of self-efficacy activity can rise teacher creativity. (2018:87)

#### **4.2. The Positive Relationship Between Personality and Creativity**

Based on the results of data analysis calculations, a correlation value between personality and creativity was obtained,  $r_{y2} = 0.370$  and a coefficient of determination of  $r^2_{y2} = 0.137$  which means that personality contributes 13.7% in increasing creativity. The significance of this relationship also obtained very significant results at the level of  $\alpha = 0.05$ . The positive relationship between personality and creativity can be seen in the functional relationship shown by the regression equation  $\hat{Y} = 77.186 + 0.413X_2$  which means that each increase in one unit of personality score can increase the creativity score by 0.413 at the constant 77.186.

The results of Jafar Hoseinifar et al.'s study on "An investigation of the relation between creativity and five factors of personality in students" showed a significant relationship between creativity and personality with a correlation coefficient of 0.69. The results of the study support the results of this study. The study found that personality factors allow the emergence of creative thinking and trying to do things using creativity. Characteristics such as trust, warmth, and humility are considered ideal features for each individual.

As mentioned earlier by Slameto (2010: 145) posits that "creativity is the embodiment of something new both in the form of ideas, deeds and works that are different from existing ones and have various ways of dealing with problems". Gibson et al. (2006: 113) state personality is "a set of relatively stable characteristics, and tends to temperament in individuals that have been significantly shaped by inheritance and by social, cultural, and environmental factors". The Big Five Personality dimension consists of: (a) Conscientiousness, hardworking, diligent, organized and constant, (b) Extroversion (Openness). A person's level of association, gregariousness, and assertiveness, (c) Agreeableness. The level of working well with others by sharing trust, warmth, and mutual cooperation, (d) Emotional Stability. People's display ability in handling stress by staying calm, focused, and self-confident, and (e) Openness to Experience. This research reveals that creativity can increase if a person has self-openness (extroversion), friendliness (Agreeableness), caution, stable emotions, and is open to experience.

#### **4.3. Positive Relationship Between Self-Efficacy and Personality together with Creativity**

The joint relationship between the variables of self-efficacy and personality with creativity, has a correlation coefficient of  $r_{y12} = 0.575$  and a coefficient of determination  $r^2_{y12} = 0.330$  so that it can be concluded that 33 % of creativity can be increased through the variables of self-efficacy and personality together. Partially, the results of this double correlation test showed the value of the correlation coefficient of 0.209 when personality was controlled and 0.206 when self-efficacy was controlled.

The coefficient of determination of the self-efficacy variable of 13.8% is relatively the same when compared to the coefficient of personality determination, which is 13.7%. The acquisition of the coefficient value of the determination of the two variables individually gives the meaning that based

on the respondent's assessment, self-efficacy and personality factors contribute equally positively and significantly to creativity. The value of the coefficient of determination of the variables of self-efficacy and personality together gives a value of 33% indicating the meaning that according to the respondent's assessment, the two factors of self-efficacy and personality together turned out to make a very significant contribution to the improvement of creativity.

## V. CONCLUSIONS AND RECOMMENDATIONS

Based on the analysis of the research data, it can be concluded that there is a very significant positive relationship between self-efficacy and creativity. Efforts that can be made to increase creativity through the development of self-efficacy include giving freedom and confidence to teachers to control the classroom and learning; give praise to the teacher when successfully completing his task; providing advice and motivation when teachers face difficulties; and conduct periodic evaluations to see the extent to which the teacher carries out his duties so that the teacher has a target to complete his task in a certain period.

The positive relationship between creativity and personality can be maximized by holding gatherings together outside of working hours periodically so that all school employees have a good connection with each other; the application of smiles, greetings, and greetings for all school residents to increase hospitality in the school environment; provide references or indicators to teachers to be consistent in carrying out tasks; as well as holding discussions about variations in learning media or other things that make teachers want to try new things to improve their achievement.

The results also showed that self-efficacy and personality together are predicted to increase creativity. Such efforts as rewarding teachers who have good achievements; create or revise the vision and mission of the school which includes self-efficacy, personality in order to increase creativity in accordance with the times; as well as holding dialogues to increase the creativity of teachers in working to improve the quality of schools in the Teacher Working Group can be carried out to increase creativity through self-efficacy and personality.

Based on the results of this study, to increase creativity can be done by increasing self-efficacy and improving personality. The recommendations to increase the creativity of civil servant teachers at state elementary schools in Gunungguruh District, Sukabumi Regency, include the following:

- a. Take the time to take advantage of technological advances in seeing or reading about developments in the world of education.
- b. Dare to try new things to improve the quality of learning.
- c. Strive to improve school facilities to support teacher creativity.
- d. Work with local agencies to include teachers in competitions and training activities so that teachers can mingle and increase their potential and confidence.

## RESULTS AND DISCUSSION

Results is a section that contains the results of scientific research findings. In the discussion of this article, it is focused on efforts to discuss the Spirit of Leadership Through "The Greatma Theory" Among Adolescents, namely as follows:

The social aspect of today's youth can be seen in their good adaptability and the ease with which they form friendships with new people. The development of various types of social media makes teenagers more active in communicating with many people, this causes them to easily form friendships and also adapt if they have to hang out with new people or places. Teenagers' intelligence also develops, they have good grasping power, wider knowledge, and high curiosity. Since childhood they have often interacted with the internet, they can quickly operate cellphones compared to other adults. In addition to strengths, there are also weaknesses in today's youth, including psychological aspects. They still tend to have unstable emotions and often even overflow, there are often fights between teenagers because things are actually not too big. They have not been able to take full responsibility for what they have done. For example, juvenile delinquency in the form of stealing, they often do not think long about what the impact will be after they steal. Teenagers are also easily influenced by friends or things that are not in accordance with the norm,

even the speed of change is often less anticipated by our youth because of their understanding of technology and the tendency to go along with it.

Becoming a leader must have good ethics. Ethics is a personal value system used to decide what is right, or what is most appropriate, in a given situation; decide what is consistent with the existing value system within the organization and the individual. Ethics is behavior with normative standards in the form of moral values, norms, and good things. In ethical leadership is needed to support the sustainability of values. A leader besides having to pay attention to existing values must also comply with the ethics that apply in his environment. In every action, you must always think whether it is right or wrong to do it. Paying attention to whether his actions are in accordance with the values prevailing in society and whether the action is appropriate for a leader who is a role model for his subordinates.

The strategy for making control that is most relevant in an educational ethic is on the individual himself, namely the cultivation of a strong character in the makers of the educational ethics policy itself, then at the level of educators and then students. Whether we realize it or not, this school consisting of principals, teachers and students is a part of today and the future of a society that is on global boundaries. Through schools which are one of the great hopes in determining the future, presumably with the industrial revolution based on interconnection networking, which is fast in many ways, if it is not balanced with strong mental development, students (who are part of the global community) will experience weaknesses in undergoing as a subject of technological development.

Ethics is a personal value system that is used to decide what is right, while leadership is simply, when three or more people gather then one of them "invites" the others to do something. So it can be concluded that one person decides and invites others to do something. Therefore, the determinant is able to provide direction or role model so that his followers do not experience confusion or break up communication.

## CONCLUSION

This leadership theory states that certain natural traits that a person has tend to make him a good leader. It should be underlined, having certain personal qualities does not necessarily make you a great leader. Trait theory is more on the character of leadership that can be formed. Teenagers are future leaders, the next generation, the pride and hope of the nation, society and family. Every youth should have a calling of the soul to be prepared to answer the demands and challenges that are not light. Every teenager is born as a leader and has the attitude of a leader. If all Indonesian youth are able to understand and realize that there is a lot of potential in them, then it is not impossible that a true leader will be present and become a role model in Indonesia soon.

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