

The Effectiveness of Psychological Empowerment to Increase Teacher Creativity in Learning: Literature Review

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Abstract: Modernization of technology and digitalization in the era of the industrial revolution 4.0, brings changes in all sectors of life, including the world of education. The shift from teacher-centered learning models to student-centered learning requires teachers as educators to be able to develop learning strategies that are not boring, accommodating and remain varied so that students can remain educated with quality. This is where creative teachers are needed so that from their hands can produce superior students with character according to the goals of Indonesian national education. One of the efforts to increase teacher creativity in learning can be done by applying psychological empowerment strategies for teachers. Through a review of several literatures, this study aims to determine the effectiveness of psychological empowerment to increase teacher creativity in learning. Using a literature study by conducting library searches sourced from books on Psychology, Education and Creativity, as well as several scientific research articles in various journals, there is sufficient evidence that psychological empowerment is quite effective in increasing teacher creativity in learning.

1 INTRODUCTION

Technological modernization and digitalization has dominated the industrial revolution 4.0. It has had a tremendous impact not only in the industrial sector itself but also in the education sector. The ease of access to global information has an impact on the dynamics of the learning process, so that the orientation of education today is not only oriented to current needs, but is also directed to pay more attention to the needs of the world of education in the future. (Husnani, et al, 2019). Education is also expected to be better and able to adapt to the times and make various changes (Ghifar, et al, 2019) by constantly integrating innovative learning methods to improve the quality of learning processes and outcomes. (Halili, 2009). Therefore, education in the 4.0 era requires harmony between humans and information technology in order to obtain problem-solving solutions, as well as create creative and innovative opportunities to improve various sectors of life (Yunita, 2021).

Supported by the shift of current learning paradigm which is no longer teacher-centered but more student-oriented or student-centered, so, the biggest challenge in the world of education today

actually lies on the shoulders of teachers as educators (Pratitisy, 2019). Especially the challenges related to the mastery and adaptation of teachers to technology (Gusmaneli, 2012), to be able to compete in the midst of the information wave (Fitria et al., 2018), to be able to develop themselves (Ilgen & Pulakos, 1999) and to have adaptive work behavior (Allworth & Hesketh, 1999). This is where teachers are required to get out of their comfort zone, get out of old habits in teaching that are no longer in accordance with the development of Indonesia's national education policy as mandated in Law No. 14 of 2005 concerning the main task of teachers, namely educating, guiding, teaching, directing, training, assess, and evaluate students.

On the other hand, the development of the world of education during the Covid-19 pandemic situation also requires learning that must be carried out in accordance with the Circular Letter of the Minister of Education and Culture No. 4 year 2020 which emphasizes the principles of learning from home (BDR) that it finally encourages a stronger demand for teachers to prepare themselves to face changes in curriculum, media, methods, and learning infrastructure. (Murdiana, 2020) by developing creativity in learning. In fact, in the field, there are still

many students who have not had the full opportunity to build & provide their interpretation of learning materials according to the learning objectives to be achieved. In fact, it is undeniable that there are still many teachers who lack insight & tend to only deliver learning materials according to books or learning modules.

Observing these conditions, educational institutions is responsible for increasing the development of teacher creativity in an effort to improve the quality of the learning process which leads to the achievement of the final result, namely the achievement of optimal graduate results (Riyadhel, et al, 2019). However, through their creativity, teachers who play a crucial role in efforts to improve student learning achievement can present new learning models or strategies or modifications of existing learning models (Wijaya, 1991). It is hoped that with their creativity, teachers can make students more enthusiastic about receiving learning materials (Pentury, 2017) and become more motivated to learn (Wijaya, 2018).

Efforts to increase teacher creativity in learning, of course require the right strategy, which can accommodate teachers using their abilities when working by using their experience, knowledge, and motivation in order to produce good performance (Simarmata & Nicholas, 2009). One alternative strategy to increase teacher creativity which is considered by researchers to be quite capable of fulfilling these requirements is through psychological empowerment of teachers.

Psychological empowerment of teachers, of course, is also expected to increase motivation and increase work productivity, as well as help increase participation which has an impact on the implementation of good learning (Simarmata & Nicholas, 2009). In fact, through psychological empowerment of the teacher, May et al (2004) stated that the spirit of the teacher can also develop maximally and be actively involved both cognitively, emotionally and physically. Akbar (2018) also adds that individuals who feel empowered will be more confident, so they become more active at work. This is possible because through psychological empowerment, power and control are used as an effort to encourage the emergence of an individual belief state (belief state), which is motivational and informally arises from within the individual (Debora, 2006).

Through psychological empowerment, teachers are expected to increase their creativity because they are more confident in teaching or delivering learning materials, do not hesitate to try new things, are able

to create new things (Fatmawati, 2018) in an effort to motivate student learning. his students. Teachers who are creative in learning, mean being able to create something new, either in the form of concrete objects, concepts, or creative ideas that can solve a problem or in a certain way to be used in addressing everyday life. Even creativity, which according to Munandar (2011) basically involves knowledge, logic, imagination, creativity, teachers will be able to find various solutions related to problems faced when teaching, penetrate limitations in delivering material and develop their knowledge in utilizing technology and various information in the digital world to support teaching. Therefore, according to Munandar (2011) creativity which is basically the ability to think based on available information with reference to the quality and quantity, effectiveness and diversity of the answers, will make teachers able to utilize various sources of information to support them in achieving the learning objectives themselves.

2 METHOD

The use of this type of method in this study uses a literature review, which is a systematic, explicit and reproducible method for identifying, evaluating and synthesizing research works and ideas that have been produced by researchers and practitioners (Ulhaq et al., 2020). The literature review itself, according to (Ulhaq et al., 2020) aims to analyze and synthesize existing knowledge related to the topic to be studied to find empty space for research to be carried out. intuition, incidental events, is actually a constructive evaluation in finding new relationships between ideas and objects. Therefore, with their Okoli & Schabram (2010) state that the purpose of a detailed literature review is (1) to provide a theoretical background/base for the research to be conducted, (2) to study the depth or breadth of existing research related to the topic to be studied and (3) to answer questions. -practical questions with an understanding of what has been produced by previous research. Based on these goals, Ramdhani, Amin & Ramdhani. (2014) explains that there are four stages in making a literature review, namely (1) choosing topics to be reviewed, (2) tracking and selecting suitable or relevant articles, (3) analyzing and synthesizing literature and (4) organizing review writing.

Various sources of reference for this research come from various books and research articles related to creativity and psychological empowerment. A literature review of articles in previous research journals, both printed and online, has a range of

research years from 1995 to 2019 which were browsed by researchers using several online reseachgate media, Google Scholar and the Garuda and Sinta

portals. The list of literature review references used in this study can be seen in table 1 below:

Table 1: List of Research Literature Review References.

Title of Research Article / Reference Book	Researcher	Source
<i>Pengaruh Pemberdayaan Psikologis terhadap Perilaku Kerja Adaptif (Studi pada Dokter di 5 Rumah Sakit Nirlaba Jakarta dan Yogyakarta)</i>	Maharsi Anindyajat, dkk	<i>Inquiry Jurnal Ilmiah Psikologi</i> , 9(1), 1-15, Juli 2018.
<i>Psychological Empowerment in The Workplace: Dimensions, Measurement, and Validation</i>	Spreitzer, G. M.	<i>Academy of Management Journal</i> , 38(5), 1442–1465. 1995
<i>Taking stock: A review of more than twenty years of reseach on Empowerment at Work</i>	Spreitzer, G. M.	The Hand Book of Organizational Behavior. 2017. Los Angeles: Sage Publications
<i>Psychological Empowerment pada agen Perubahan: Studi Kasus dalam Organisasi Sektor Publik</i>	Mimy Oktaviani & Rayini Dahesihsari	Jurnal Psikologi Sains dan Profesi, 2, 153-159. Agustus 2018
<i>Peningkatan Kreativitas Guru Melalui Pengembangan Supervisi Kepala Sekolah dan Iklim Organisasi</i>	Riyadhel Ghifar, dkk	Jurnal Manajemen Pendidikan 7(2), Juli 2019
<i>Pengembangan Kreativitas Guru Dalam pembelajaran Kreatif Pelajaran Bahasa Inggris</i>	Helda Jolanda Putri Pentury	Factor Jurnal Ilmiah Kependidikan, 4(3), 265-272. Nopember 2017
<i>Pengembangan Kreativitas Guru dalam Pembelajaran Matematika</i>	Rahmat J, Boby E & Murdiana	Jurnal pendidkan Matetmatika Raflesia, 5(02), 153-160. Juni 2020.
<i>Organizational Behavior</i>	Colquitt et al	2011. New York: Mc Graw-Hill.
<i>Upaya Pembaharuan dalam Pembelajaran</i>	Cece Wijaya	1991. Bandung: Penerbit Remaja Rosdakarya
<i>Pengembangan Tes Kreativitas di Bidang Arsitektur</i>	Niken Titi Pratitis	1999. Disertasi. Universitas Airlangga Surabaya
<i>Kreativitas dan Keberbakatan: Strategi Mewujudkan Potensi Kreatif dan Bakat</i>	S.C.U. Munandar	1999. Jakarta: PT. Gramedia Pustaka Utama.
<i>Pengembangan Kreativitas Anak Berbakat</i>	S.C.U. Munandar	1999. Yogyakarta: Penerbit Rineka Cipta
<i>Wajah Pendidikan Nasional Indonesia di Era Milenial (Kata Pengantar dari Psikolog)</i>	Niken Titi Pratitis	2019. Sekolah Masa Depan. Antologi. Surabaya : Galaksi Aksara Kita
<i>Memupuk Bakat dan Kreativitas Siswa Sekolah Menengah Petunjuk bagi Guru dan Orang Tua.. Gramedia</i>	Connie Semiawan, A.S. Munandar, & SCU, Munandar.	1990. Jakarta: PT. Gramedia Pustaka

3 DISCUSSION AND RESULTS

3.1 Creativity

Creativity can be interpreted as an individual's ability in terms of intelligence, psychological style and individual personality to be able to produce a new work or idea based on intelligence, fluency, flexibility, and proficiency (J. L. Campbell, 2007). Creativity can also be seen as an individual's ability to solve problems without creating new problems so that a goal is achieved through a process or product form that can provide convenience to the surrounding environment (J. Campbell, 2017).

In fact, creativity is often interpreted as the result of interactions between individuals and the environment that influence and are influenced by each other, and can also hinder the creative efforts of individuals and their environment (Munandar, 1999). Colquitt, et al. (2011) states that creativity is characterized by the emergence of new ideas in work activities, solving problems in carrying out innovative activities. This is possible because in fact, creativity is an individual's ability to develop knowledge so that it can produce new ideas or ideas that are useful in solving every problem faced by individuals and their environment.

Hellriegel & Slocum (2011) states that creativity is an individual's way of visualizing, applying an idea or concept or new association from an existing or new one and bringing benefits to others. Colquitt et al. (2011) states that creativity is the emergence of new ideas at work, which can later solve problems so that they can lead to more innovative activities. In conclusion, creativity is an individual's skill in thinking that is different from what other people usually think, thus giving rise to a creative idea, or a novelty that has appropriate value for oneself and others.

3.2 Elements of Creativity

Fisher & Williams (2004) mentions that some of the main elements of creativity, including 1) Motivation, both from within and from outside the individual; 2) Inspiration, which arises from the individual's willingness to learn a lot about a knowledge; 3) Development (gestation), which arises because of the opportunity to create something new related to creativity; and 4) Collaboration, namely collaboration created by external parties or community support to achieve goals so that it can lead to creativity in individuals.

3.3 Characteristics of a Creativity Teacher

Brown as quoted by Balnadi (1985), mentions the characteristics of creative teachers, namely: 1) Having an unusually high sense of curiosity (curiosity), 2) Every thing must be analyzed first, then filtered, qualified to be studied and understood, then stored in the memory of knowledge, 3) the intuition of creative people is very sharp, 4) self-discipline which means that before making a decision, they must consider many things, 5) never feel satisfied with the achievement of temporary results, 6) enjoy introspection, 7) have a personality very strong.

Mulyana (2010) states that creative teachers will be able to create new forms of learning models or be able to create new creations that are definitely different from teachers in general. Creative teachers will never be satisfied with just delivering a material. He will always look for the right and appropriate way that is fun so that the material that will be taught can be easily accepted and understood by students.

3.4 Creativity Theory

Creativity in education can be created and can be taught through the understanding that every individual has an ability to be creative. That is, creativity can emerge as a result of the process of interference from the surrounding environment. Therefore, the main factors in supporting creativity include personal factors and environmental factors (Tekeng, 2016).

On the other hand, so far, there are not many theoretical approaches to creativity that vary in scope and methods (Pratitis, 2019). There have been many attempts to classify creativity theory, one of which is the classification proposed by Gowan as quoted by Pratitis (2019) which categorizes creativity theory into five fields that range from rational to non-rational. First, theories that are cognitive, rational and semantic in nature. Second, the theory related to personality and environmental factors. Third, theories that emphasize creativity as a result of mental health preconscious as a source of creativity, and finally, theories that have connections with psychedelic (uncontrolled) phenomena such as extra-sensory perception.

In contrast to Gowan, Runco (in Pratitis 2019) prefers to classify creativity theories based on several approaches, namely biological perspectives; health and clinical; social, attributional and organizational; and educational perspectives. Almost the same classification was put forward by Kauffman & Baer, Sternberg, Kauffman and Sternberg (in Pratitis,

2019), namely grouping creativity theory based on several approaches, namely cognitive, developmental, and educational approaches. The developmental and educational approaches have actually included approaches from a personality and social perspective.

In contrast to other creativity figures, Munandar (1999) actually classifies creativity theories based on the 4 P approach, namely Person, Press, Process and Product. Therefore, Munandar's theories of creativity are viewed from the approach to the formation of creative personality, the approach to the factors driving creativity, the approach to the process of forming creativity and the approach to the creative product model.

However, referring to Pratitis (2019), which is one of the references for this research, the classification of creativity theories can basically be divided into three approaches, namely the cognitive approach, the personality approach, and the social approach and creative product assessment.

3.5 Creativity Indicator

Indicators of creativity according to Hellriegel & Slocum (2011) include: 1) Novelty and psychological adjustment. Fourth, theories that place the importance of the of ideas. 2) The novelty of the concept, 3) Bringing up new things, and 4) Finding something that has never existed and is new. Meanwhile, according to Colquitt (2011), it is stated that the characteristics of creative individuals are 1) Happy to learn something new, 2) Trying to find new ways or find new opportunities that are different and certainly better at work, 3) Always optimistic at work, 4) Open to the discovery of new ideas that are more perfect.

3.6 Teacher Creativity in Learning

The challenges of teachers today to have a major role in the development of creativity, including: developing critical thinking skills in students, giving students flexibility to reconstruct, interpret, and express their ideas, use constructivism and development of thinking, selection of methods or media that can support and develop the creativity of students, the teacher's understanding of the essence of learning itself (Murdiana, 2020).

Lattuconsina as quoted by Pratitis (2019) states that when the educational curriculum has been made very creative, but the teachers are still low on creativity, of course the results obtained will not be optimal. The research of Wang (2011) and Pratitis (2012) shows that it is the creative teacher who can

carry out the creative learning process and give birth to creative students. Especially when there have been several rapid changes that require an adaptive attitude in responding to the demands of environmental developments, namely by developing flexible thinking patterns and creativity. The role of creative teachers to develop the potential of individual creativity is the key to producing creative individuals (Pratitis, 2019).

Enhancing creativity is actually an integral part of every educational program (Munandar, 1999), and should even permeate the curriculum and classroom climate through factors of acceptance of individual uniqueness, open-ended questions, exploration or exploration, and the possibility of making choices. Through their creativity, teachers can relate all activities in the classroom that lead students to find solutions in facing various challenges and not just fixate on old habits (Pratitis, 2019). Therefore, teacher creativity in learning can be described as the ability of teachers to find a strategy, model or unique learning technique that can stimulate and motivate students in learning, so that learning objectives can be achieved optimally. The creativity of a teacher in the learning process has an extraordinary contribution in improving the quality of achievement of student learning outcomes (Wijaya, 1991). So, with the development of teacher creativity, new strategies, models or learning methods can be found as well as modifications of existing strategies, models and methods.

3.7 Psychological Empowerment

Empowerment is giving individuals the opportunity to be able to use their abilities when carrying out work activities while still paying attention to the use of their experience, knowledge, and motivation to produce better performance (Debora, 2006). Psychological empowerment is a set of psychological conditions needed by individuals to feel in control of their work activities. This concept refers to the understanding that empowerment is a personal belief that individuals have regarding their role in an organization (Spreitzer, 2007). Thomas & Velthouse (1990) explained that psychological empowerment specifically, namely as an intrinsic motivation that is reflected in individuals in their roles at work, includes:

- Meaning. That is, the value of what is the goal of work, of course related to the standards made by individuals, requires a match between roles in work with beliefs or values owned by individuals and their behavior. Significance relates to the standard of individual needs.

- **Competence.** That is related to self-efficacy, which is the belief that individuals have in their own abilities for an activity by using their expertise. This is in line with the term agency beliefs, an expertise possessed and expectations from the efforts that have been given (Bandura, 1989). This dimension is labeled competent over self-esteem because it focuses on overall efficacy.
- **Self-determination.** That is the feeling of the individual having the authority to choose or carry out his work. This is related to responsibility for actions related to his work.
- **Impact.** That is the degree to which a person feels the extent to which he can influence a job outcome.

Together, these four aspects can actively reflect the individual's adjustment to work. The combination of these four aspects forms one construct, namely psychological empowerment, or it can also be interpreted that if one aspect of psychological empowerment is not present, then the level of psychological empowerment will not be maximized (G. Spreitzer, 2007).

Psychological empowerment shows that it affects the adaptive work behavior of doctors (Maharsi Anindyajati, 2018), psychological empowerment also has an influence on the effectiveness and productivity of individual work behavior (Chen, et al, 2007); Koberg, et al, 1999; Liden, et al., 2000; Spreitzer, 1995) Psychological Empowerment for change agents is needed in the role of overcoming various obstacles in initiating and implementing change (Oktaviani & Dahesihsari, 2018).

3.8 The Correlation between Psychological Empowerment and Increasing Teacher Creativity in Learning

Teachers who feel themselves capable and able to develop creativity in developing these competencies well and the teacher feels the meaning and finds the benefits of developing these competencies, the teacher will feel empowered in his work, this meaning is related to the individual's concern and meaningfulness for what he does in his work. his work (G. M. Spreitzer, 1995) ; (Thomas & Velthouse, 1990). On the other hand, teachers who feel they can carry out learning activities using the skills they have are sure that they can carry out the learning process with maximum results. Employees who feel empowered will tend to be effective and proactive in

carrying out their responsibilities (G. M. Spreitzer, 1995).

Teachers who have self-determination will be able to work together and coordinate with other parties for the smooth learning process, so that all forms of problems will be quickly resolved with cooperation and coordination with other parties. A well-established cooperation that can solve problems that can support the struggle of change agents will be additional energy in carrying out their obligations and solving problems. (Oktaviani & Dahesihsari, 2018).

Teachers who feel able to make a real impact in learning so that teachers are encouraged to continue to try to develop their professional competence in the hope of providing extraordinary work results for themselves and the environment in which the teacher carries out learning activities. Therefore, the creativity of the teacher can provide a better change for students and the school environment. Individuals by showing satisfactory work results can have a significant impact on the organization and individual satisfaction and feel empowered (Oktaviani & Dahesihsari, 2018).

Teachers who feel that they are empowered by the institution where they work, the teacher will find meaning in each of their work and even be able to make themselves the 'driver' of empowerment, channeling their energy to do a better job (Spreitzer; Kizilos, & Nason, 1997). On the other hand, it is undeniable that teachers will be encouraged to be more creative if they are supported by a positive organizational climate, so that teachers feel they have the flexibility to convey ideas.

A leader who can inspire and motivate subordinates also affects the creativity of the teacher, so that the teacher will feel free to express all his ideas or ideas. Teacher creativity can emerge and grow and be developed properly so that the goals of the school organization can be achieved (Ghifar, et al, 2019). Thus, psychologically empowered teachers will show the characteristics of always developing creativity in learning, which really requires high awareness to switch to constructivism and open learning patterns, able to develop thinking skills, able to choose learning methods or media that can support & develop students' creativity (students). center) appropriately, have the same understanding of learning, able to find steps for creativity-based learning; able to recognize and identify problems in learning and their students, able to collect information, draw up temporary conclusions, and test these temporary conclusions, so that they do not experience difficulties when assessing and making decisions (Murdiana, 2020).

4 CONCLUSION

The conclusion that can be drawn from the results of the literature review in this study is a teacher who feel psychologically empowered (psychological empowerment) will feel meaningful in their work, so that they will be able to foster creativity from within the teacher to further improve competence in carrying out tasks in dealing with problems. challenges as a teacher in the modern and digital era of industry 4.0. So, with the increase in teacher creativity, the achievement of teacher performance every year will also increase and have a positive impact on teachers, students and schools. This is where psychological empowerment becomes effective for fostering teacher creativity in learning which has implications for the teacher to become a professional teacher figure in carrying out his duties.

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