Does Organisational Culture and Creativity Influence Principal's Decision Making?

by Hardianto .

Does Organisational Culture and Creativity Influence Principal's Decision Making?

Linda Ika Mayasari[a], Ma'ruf Akbar[b], Eliana[c], Hardianto[d], Herlina[e], Isthifa Kemal[f], [a,e]STKIP Kusumanegara, Jakarta, Awardee LPDP, [b,c]Universitas Negeri Jakarta, [d]Universitas Pasir Pengaraian, [f]STKIP Bina Bangsa Getsempena, Banda Aceh, Email: [a]lindaika@stkipkusumanegara.ac.id, [f]isthifa@bbg.ac.id

A principal has a pivotal role as a leader to guide and manage his/her school, including making effective, efficient and accurate decisions. Making decisions sometimes become a problem for a principal. This research aims at investigating the effect of organisational culture, creativity and communication on principal's decision making. The research employed a quantitative approach with a survey method. The sample involved in the research was 105 public junior high school principals from 35 sub districts in Bekasi. Purposive random sampling was used to determine the sample. The instrument utilised to collect the data was a questionnaire with the Likert scale. The data obtained was then analysed using path analysis. The hypotheses testing revealed that organisational culture, creativity and communication variables give a positive direct effect on the principals' decision making. The calculation results signify that t_{count} of those variables are bigger than t_{table} (organisational variable t_{count} 2.211 > t_{table} 1.98; creativity t_{count} 2.572 > t_{table} 1.98; and communication t_{count} 3.159 > t_{table} 1.98). To be more specific, it is empirically proven that communication is the highest indicator impacting the principals' decision making. On that ground, it is highly recommended for the authorities to upgrade and intensify principal's communication as an attempt to promote principal's decision making.

Key words: *Communication, Creativity, Decision Making, Organisational Culture, Principal.*

Introduction

Educational quality advancement is considered very strategic in promoting human resources quality. The existence of qualified human resources will highly affect work professionalism. Work professionalism is further trusted to grow the success of national development of a country.

On the subject of national development in the educational field, Indonesia's national education is observed to have a rapid progress recently. There are 14.244 elementary school, 38.960 junior high school, 13.495 senior high school and 13.710 vocational high schools (Kemdikbud, 2018). This increase in school numbers will be much more beneficial once the quality is strengthened.

The quantity increase of educational institutions shall voluntarily enhance qualified human resources to compete. Initiation of this competition should be done in such a way for the sake of institutional quality service betterment. As the realisation, the existence of a principal to lead the institution is pivotal.

A principal plays a key role in succeeding with school quality improvement. School output is determined by principal qualities including personality (Kemal & Setyanto, 2017). A principal is a person whose words and personality are imitated by teachers, other educational staff and students. A principal is the driving force of the school's progress. One of the principal's key roles is making decision.

Decisions made by a principal may have positive and negative effects. A preferable decision making will lead to educational advancement. School deterioration is the consequence once a decision is wrongly made. School existence is also determined by a principal's ability in making decision.

The researchers see a number of making decision problems faced by a principal. From the research site, it is obviously seen that instead of providing enlightenment, the decision made by the principal creates troubles attracting public attention. For instance, a decision made by the principal of SMPN 7 Tambun Selatan who permitted taking unauthorised fees from the students (Keizalin, 2018). Such fees collected by the school are absolutely not legalised. Besides, Regional Office of Ministry of Education in Bekasi has warned principals with jail sentences, due to committing such an unauthorised collection fees (Jurnalis, 2018).

Another problem faced by another principal in this area is bureaucracy call in Bekasi Municipality under the investigation of the decision made. The principal was obviously suspected of online learning program. The students were obliged to pay additional fees for

the program. The problem becomes much more complicated for the unclear fee provision (http://www.wartasidik.com/?p=913, , n.d.)

Some factors are perceived to affect decision making, such as organisational culture, creativity and leader communication (Suryadi, Kemal, Setyanto, & Rachmadtullah, 2020). A decision is accepted by all parties in an organisation if more party involvement takes place in the process of decision making. Open organisational culture such as leader acceptance of his/her staff recommendations, shall determine celerity and success of the decision made (Setyanto, Kemal, Suryadi, & Soefiajanto, 2020).

Making a decision without being attentive to the school communities leads to the communities' low acceptance. Jalal (2017) underlines that organisational culture is the key to leadership decision making and organisation accomplishment. In addition to that, Franssen (2009) views that culture influences all stages of decision making process.

Decision making is also governed by a leader's creativity. A creative leader is loaded by a number of ideas to make a right decision (Kemal, Suryadi, & Rosyidi, 2019). Routine decisions made do not require high creativity, but a decision on new problems will particularly demand high creativity. Sometimes a decision should be made immediately and a leader should make sure that his/her decision has optimum usability.

Huda (2008) reported in his research that managerial skill and creativity have a direct effect on principal's decision making in public junior high schools. As an effort of enhancing the principal's decision making, managerial skill and creativity development are required. Scholfield (2018) mentions that creativity is important when making decisions, because it helps to come up with multiple options and find a great solution that will support the overall success in a business.

Decision making is predisposed by a leader's communication. Such communication does not only function to make decisions, but also to convey the decisions. Inaccurate communication may cause unavailability of information needed to make decisions.

Invernizzi & Romentri conclude that communication is taking on a full role both in the corporation's strategic decision making and in that of the operational decisions of the single corporate functions. While to Mykkenen & Tampere (2014), communication is needed in decision making as an organisational process.

This study is distinguished from previous studies. The difference can be seen from the indicators used. In Jalal's research, decision making is about team work productivity analysed from organisational culture. The indicators are communication, culture difference, team

work, learning, development, faith, obligation and cohesiveness. While in this research, the indicators used refer to the decision making process and the organisational culture consists of values, behaviour, faith pattern, opinion difference and language.

Literature Review
Decision Making

Decision making is a part of an organisation's activities. Any single problem faced by an organisation requires accuracy in decision making. The accuracy functions to solve the problems so that the organisational goals can be accomplished. Some definitions are provided by experts such as McShane & Von Glinow (2010), Luthan & Doh (2017), Daft (2010), Schemerhorn (2007), Colquitt, Le Pine & Wesson (2009). As a synthesis, they say that decision making is a conscious process performed to choose one of the existing alternatives so the organisation moves forward as expected.

Accordingly, the action taken from some alternative decisions can influence the attainment of the organisation's goals. An inappropriate decision leads to fatality, for it can affect employee performance. Befitting decisions can be a benchmark of employee's success in working.

Organisational Culture

Organisational culture is a set of values, norms and behaviours of society to institute an organisation. Organisational culture is a system of together understanding to distinguish one organisation from another. This is in line with Harris & Hartman (2002), Hellriege (2008), McShane & Von Glinow (2010) and Robbins, Judge & Asham (2012). In brief, organisational culture in one organisation varies from another. This applies at schools as well.

Organisational culture has 3 characteristics. First, it is transferred to employees through socialisation. Second, it impacts employee work behaviour. Thirdly, it is applied differently at any level of the organisation (Kreitner & Kinicki 2008). Organisational culture is mentioned to affect decision making as specified by McShane & Von Glinow (2008), Jalal (2017) and George & Jones (2012).

Creativity

Creativity is a process reflected in continuity, flexibility and thinking originality. Creativity is an ability to create or result in something new. This idea is in agreement with Schemerhorn, Osborn, Bein & Hunt (2012), Isaksen, Dorval & Treffinger (2011) and Kaufman & Stenberg (2006).

On the basis that creativity is human potential, it is then obligatory for teachers or educators to develop this potential. Particular characteristics such as independence, responsibility, hard work, high motivation, optimistic, high curiosity, confidence, open minded, tolerance and creativity, can be evolved optimally to establish excellent creativity.

A leader's creativity affects decision making, as in consonant with Woolfolk (2009) and Robbins, Judge, Millet & Jones (2014). A creative leader will perform prompt and on target responses in making decisions.

Research Methodology

This research employed quantitative approach with a survey method. The research was conducted at public junior high school in Bekasi Municipality consisting of 144 schools. The population was all principals of public junior high schools in Bekasi comprising of 144 principals. The samples were taken based on the table of Krejcie and Morgan (1970). The table suggested 105 people to be taken as the samples. A proportional random sampling technique was employed to have 105 principals distributed in 35 sub districts.

The instrument applied was a questionnaire with the Likert scale. The validity and reliability were checked in advance. Path analysis was utilised to analyse the data. The research constellation is visible in the Figure 1.

Figure 1: Research Constellation
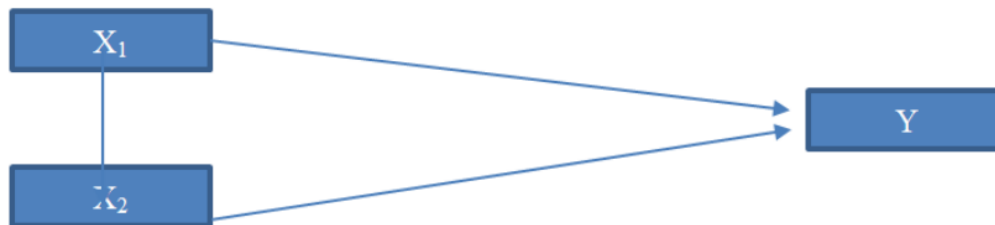
X_1 : Organisational Culture
X_2 : Creativity
Y   : Decision Making

Research Result and Discussion
Research Result

The data of four research variables can be seen in Table 1.
a. Decision Making Variable

Table 1: Descriptive Statistics of Decision Making Variable (Y)

No.	Note	Y
1.	Mean	134.352
2.	Standard Error	1.377
3.	Median	134.000
4.	Mode	140.000
5.	Standard Deviation	14.107
6.	Sample Variance	199,019
7.	Range	61
8.	Minimum	105
9.	Maximum	166
10.	Sum	14107
11.	Count	105

The instrument of decision making (Y) used in this research was a questionnaire comprising of 35 valid questions using a scale of 1-5. Therefore, the theoretical scores gained are between 35-175 the empirical scores are between 105-166 and the interval is 61. The mean of data calculation result is 134.35, the standard deviation is 14.11, the variance is 199.02, the median is 134 and the mode is 140.

The variable of decision making is categorised based on frequency distribution. The data is presented in Table 2.

Table 2: Frequency Distribution of Decision Making

No	Interval Class			Limit		Frequency		
				Lower	Upper	Absolute	Cumulative	Relative
1	105	-	112	104.5	112.5	6	6	5.71%
2	113	-	120	112.5	120.5	13	19	12.38%
3	121	-	128	120.5	128.5	16	35	15.24%
4	129	-	136	128.5	136.5	27	62	25.71%
5	137	-	144	136.5	144.5	19	81	18.10%
6	145	-	152	144.5	152.5	12	93	11.43%
7	153	-	160	152.5	160.5	7	100	6.67%
8	161	-	168	160.5	168.5	5	105	4.76%
						105		100.00%

b. Organisational Culture Variable

Table 3: Descriptive Statistics of Organisationa Culture Variable (X_1)

No.	Note	X1
1.	Mean	142.457
2.	Standard Error	1.475
3.	Median	144.000
4.	Mode	151.000
5.	Standard Deviation	15.114
6.	Sample Variance	228.443
7.	Range	71
8.	Minimum	108
9.	Maximum	179
10.	Sum	14958
11.	Count	105

The instrument of organisational culture (X_1) is distributed in 37 valid questions with a scale of 1-5. The theoretical scores gained are between 37-185, the empirical scores are between 108-179 with an interval of 71. The mean gained is 142.46, the standard deviation is 15.11, the variance is 228.44, the median is 144 and the mode is 151.

The data of organisational culture (X_1) are grouped based on frequency distribution and presented in Table 4.

Table 4: Frequency Distribution of Organisational Culture

No	Interval Class			Limit		Frequency		Relative
				Lower	Upper	Absolute	Cumulative	
1	108	-	116	107.5	116.5	5	5	4.76%
2	117	-	125	116.5	125.5	11	16	10.48%
3	126	-	134	125.5	134.5	13	29	12.38%
4	135	-	143	134.5	143.5	22	51	20.95%
5	144	-	152	143.5	152.5	27	78	25.71%
6	153	-	161	152.5	161.5	19	97	18.10%
7	162	-	170	161.5	170.5	5	102	4.76%
8	171	-	179	170.5	179.5	3	105	2.86%
					105			100.00%

c. Creativity Variable

Table 5: Descriptive Statistic of Creativity (X_2)

No.	Note	X2
1.	Mean	135.400
2.	Standard Error	1.027
3.	Median	136.000
4.	Mode	140.000
5.	Standard Deviation	10.524
6.	Sample Variance	110.762
7.	Range	46
8.	Minimum	112
9.	Maximum	158
10.	Sum	14217
11.	Count	105

The instrument of creativity (X_2) is developed into 35 valid questions scaled in 1-5. The theoretical scores observed are between 35-175 and the empirical scores are between 112-158. Having calculated the scores, the following scores are gained: the mean is 135.4, the standard deviation is 10.52, the variance is 110.76, the median is 136 and the mode is 140.

The creativity variable (X_2) is classified based on the frequency distribution as seen in Table 6.

Table 6: Frequency Distribution of Creativity

No	Interval Class			Limit		Frequency			Relative
				Lower	Upper	Absolute	Cumulative		
1	112	-	117	111.5	117.5	7	7		6.67%
2	118	-	123	117.5	123.5	9	16		8.57%
3	124	-	129	123.5	129.5	12	28		11.43%
4	130	-	135	129.5	135.5	23	51		21.90%
5	136	-	141	135.5	141.5	29	80		27.62%
6	142	-	147	141.5	147.5	12	92		11.43%
7	148	-	153	147.5	153.5	7	99		6.67%
8	154	-	159	153.5	159.5	6	105		5.71%
						105			100.00%

Table 9: Summary of Normality Test

No.	(Residual Regression)	n	L_{count}	L_{table} $\alpha = 0,05$	Note
1	Y on X1	105	0.0497	0.0865	Normal
2	Y on X2	105	0.0584	0.0865	Normal
3	Y on X3	105	0.0485	0.0865	Normal
4	X3 on X1	105	0.0609	0.0865	Normal
5	X3 on X2	105	0.0629	0.0865	Normal
6	X2 on X1	105	0.0550	0.0865	Normal

Table 10: Summary of Significance Test Result and Linearity Regression

Reg	Equation	Regression Test		Linearity Test		Conclusion
		F_{count}	F_{table} $\alpha = 0,01$	F_{count}	F_{table} $\alpha = 0,05$	
Y on X1	$\hat{Y} = 69.665 + 0.454\ X1$	31.94	6.89**	0.808	1.58 ns	Regression is very significant/ Regression is linear
Y on X2	$\hat{Y} = 44.148 + 0.666\ X2$	33.79	6.89**	0.681	1.59 ns	Regression is very significant/ Regression is linear
X2 on X1	$\hat{X}_2 = 89.561 + 0.322\ X1$	27.97	6.89**	1.143	1.58 ns	Regression is very significant/ Regression is linear

Note: **: very significant   ns: non-significant (regression is linear)

Having calculated the data with the requirement analysis test, the instrument was then used to collect the data from the research site. The summary is displayed in Table 11.

Table 11: Summary of Path Significance Test

No.	Direct Effect	Path Coefficient	Df	t_{count}	t_{table} $\alpha = 0,05$	$\alpha = 0,01$
1	X_1 on Y	0.210	119	2.211	1.98	2.62
2	X_2 on Y	0.241	119	2.572	1.98	2.62
6	X_1 on X_2	0.462	121	5.288	1.98	2.62

Structurally, the diagram path of each structure is mapped in Figure 2.

Figure 2: Diagram of Causal Effect Path of X_1, X_2, X_3 and Y

X_1

$r12 = 0,462$
$p21 = 0,462$

$rly = 0,454$
$py1 = 0,305$
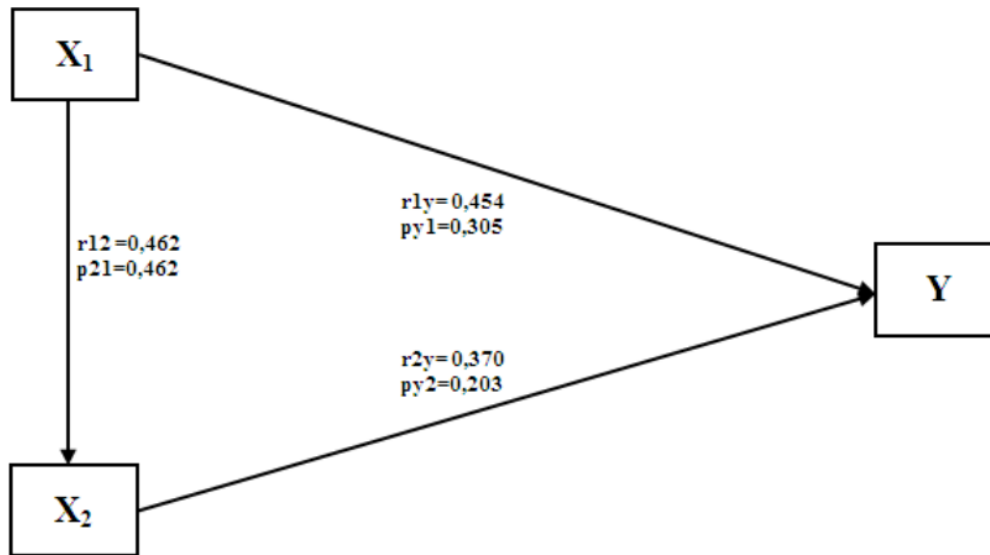
Y

$r2y = 0,370$
$py2 = 0,203$

X_2

Table 12 displays the summary of hypotheses tested in the research.

Table 12: Summary of Hypothesis Testing of Direct and Indirect Effect

Direct Effect	Path Coefficient	t_{count}	t_{table}	Hypothesis Testing
X_1 on Y	0.210	2.211	1.98	H_0 is rejected, H_1 is accepted. There is a positive direct effect of X_1 on Y
X_2 on Y	0.203	2.572	1.98	H_0 is rejected, H_1 is accepted. There is a positive direct effect of X_2 on Y
X_1 on X_2	0.462	5.288	1.98	H_0 is rejected, H_1 is accepted. There is a positive direct effect of X_1 on X_2

Discussion

The research findings indicate that all the hypotheses proposed are empirically proven.

a) Organisational Culture Positive Direct Effect on Decision Making
The hypothesis test points out that organisational culture correlates significantly to decision making in which the correlation coefficient value is 2.211 and path coefficient score is 0.210. This signifies that organisational culture gives a positive significant influence on decision

making. Then it comes to a notion that promoting decision making ability can be done by enhancing organisational culture at the school.

This is congruent with the research findings of Oclum & Titrec (2015) and Agoritsas (2015), admitting that most of administrators use a rational decision making style and they rarely perform the act of avoiding. The regression analysis denotes that the teacher job satisfaction level is predicted by an administrator decision making style.

The findings of this research testify that the highest indicator of organisational culture is assumptions with mean 4.10. In regards to the indicators, it is concluded that alternative selection in decision making by the principals is affected by assumptions believed in the organisations (schools). On that ground, as an attempt to lead to the best alternative selection, creating similar perceptions is feasibly performed. Once the assumptions uniformity is established, the principals' decision making on alternative selection will be no longer a hindrance.

b) Creativity Positive Direct Effect on Decision Making
Creativity is proven to have a significant effect on decision making with a correlation coefficient 2.572 and path coefficient 0.203. This represents creativity as a positive influence on decision making. Considering the result, it is further inferred that strengthening the principals' ability in decision making can be done by their creativity expansion. This is congruent with the statement of Robinns & Judge (2011).

The highest indicators observed in this variable are developing the existing ideas and problem solving (score 25.11% with mean 3.88). This means that alternative selection in decision making is influenced by the principals' creativity to solve problems and develop the existing ideas. Consequently, to reach better decision making, creativity to solve problems and develop the existing ideas should also be reinforced.

Creative principals with excellent problem solving skills will find almost no obstacles in alternative selection. The presence of more people at schools means more complexity to solve. Competence to develop the existing ideas is also critical to have. Sometimes, principals receive raw data which needs creativity to modify in order to result in informative output as the consideration for making decision.

c) Organisational Culture Positive Direct Effect on Creativity
The hypothesis testing shows that organisational culture has a significant effect on creativity. The correlation coefficient score is 0.462 and path coefficient score is 5.288. The result definitely exposes a strong correlation between cultural organisation and creativity. This is in consonant with the report from Schermerhorn J. R. (2013).

Creativity can be everyone's possession, moreover if it is supported by outstanding organisational culture as a patron to cooperate and solid team formation. Creativity can also grow and develop in team work. Team creativity maximum development will occur by the presence of strong organisational culture, creative work style, and accurate decision making as well.

Generally, the highest indicator of exogenous affecting endogenous variable is assumptions. This further means that decision making by a school principal is highly affected by assumptions of people at school. A principal is expected to be concerned about the spreading assumptions for the sake of making accurate decision to solve problems. Positive assumptions will smooth the decision making process and its implementation.

The findings of this research signify that organisational culture, creativity and communication are positively related to decision making. The effect scores in order are 2.211, 2.572 and 3.159. Based on these scores, it is known that the biggest variable to affect decision making is communication. This evidently indicates novelty of this research. Good communication of the principals will absolutely determine the decisions made. Communication initiation begins with the process of identifying problems, selecting alternatives, determining alternatives and implementing the decision.

Communication variable is also impacted directly and positively by organisational culture and creativity. The score impact of these variables on communication is 4.253 and 3.839. The principals' creativity has a high impact on communication. The principals encounter a number of people with different backgrounds such as: teachers, supervisors, other principals, school committee, educational staff and students. To bridge good communication, school principals' creativity is indispensable.

Decision making by the principals is absolutely critical to perform. Communication ability is an ultimate demand to direct accurate decision making and commendable decision implementation. The intensification of exchanging information, opinions, understanding of information and respecting diversity in communication can be done as an attempt to improve the principals' communication.

Such intensification can be facilitated by reading relevant literature. In addition to that, the Regional Office of Ministry of Education is expected to give communication training or workshops for principals. A communication test for principal candidates is also highly recommended.

Activities or programs to advance principal communication ability are supposed to be conducted properly. Planning, organising, directing and controlling the activities are decisive. Good management implementation shall direct affect the programs' success. At the end, the realisation of effective and efficient programs can be accomplished.

Conclusion

Based on the hypotheses testing and discussion, the conclusions are drawn as follows:

1. Organisational culture gives a positive direct effect on decision making of public junior high school principals in Bekasi. Promoting organisational culture will enhance accurate and effective decision making.
2. Creativity has a positive direct impact on decision making of public junior high school principals in Bekasi. Improvement of creativity shall direct the improvement of decisions made by the principals.
3. Principals' communication.
4. Organisational culture is positively related to creativity of public junior high school principals in Bekasi. Well-developed organisational culture contributes to strengthen the principals' creativity.

Acknowledgment

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