

Merangsang Kreativitas Mengajar: Dinamika Iklim Organisasi dan Pengembangan Karir Pendidik

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Stimulating Teaching Creativity: Organizational Climate Dynamics And Educator Career Development

ABSTRACT

21st-century education requires teachers to be highly creative. There is evidence that educators often lack creativity in their teaching. So, the right formula is needed to increase teacher creativity. This research aims to analyze the influence of the school's organizational climate on the creativity of educators in teaching, with management and career planning as the mediator variable. This research method uses quantitative approaches and data analysis techniques using Structural Equation Modelling (SEM) with the help of Smart-Pls version 4. The population of this study consists of certified Polri educators, with a total sample of 238 respondents. The results of the research show that the school's organizational climate has a positive and significant influence on the creativity of educators in teaching mediated by the career management and career planning of educator Indonesian National Police. This research provides a more holistic understanding of the relationship between the school's organizational climate, career development, and educators' creativity in teaching. These findings can serve as a foundation for developing more effective and sustainable education policies to increase educators' creativity to impact the quality of education in Polri educational institutions and other educational institutions.

Keywords: *Creativity, Career Planning, Career Management, School Organization Climate, Teaching Creativity*

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In the world of education, teachers' creativity plays a very crucial role in improving the quality of learning and the student learning experience. In the midst of increasingly complex educational challenges, creativity is the main motor for adaptive and progressive educational transformation (Siti Muntamah & Fardana N, 2024). Several studies confirm that creativity has positive implications in preparing individuals to face the demands of the times and encouraging the birth of innovations in learning methods (Engdahl et al., 2023; Hagopian & Nohria, 2021). Teachers who apply creativity in learning can create a dynamic learning atmosphere (Biletska et al., 2018), stimulate students' imagination, and challenge rigid traditional paradigms. Thus, students have a broader opportunity to explore their potential in depth (Larasanti & Prihatnani, 2021).

However, in fact, many educators still show a low level of creativity in teaching (Sari et al., 2022). Salehudin et al, (2023) found that few teachers actually implement creative learning methods, while the majority are still fixated on textbooks and limited literature (Njenga, 2023). This condition has an impact on students' low motivation to learn, because according to Uchenna & Nwagbo, (2021) students' motivation to learn will increase if they are taught by teachers who have high creativity. On the other hand, the conventional and teacher-centred learning pattern actually makes students passive and less involved in the learning process (Hoidn & Reusser, 2020). In fact, various studies confirm that active and innovative learning strategies can create a more effective learning environment (Demirci & Education, 2018; Vincent-Lancrin et al., 2019).

Educators' creativity in teaching is recognised as important, but practice in the field shows limitations due to the climatic factors of school organisations. Research proves that a supportive school

climate can increase creativity, while a bureaucratic and hierarchical climate actually hinders it (Nyboer, 2020). Ironically, many educational institutions still emphasise administrative compliance and the achievement of exam results rather than fostering creativity (Jiang, 2024). This poses a dilemma for educators, who are required to be creative in teaching, but the work environment does not fully provide a conducive space for creativity to develop.

In addition, the aspect of career management and educator career planning is also a factor that is often overlooked, even though it has excellent potential as a mediating variable that bridges the organization climate with educator creativity (Mulyoto et al., 2024). Good career management, including coaching, training, promotional opportunities, and rewards, can encourage teachers to develop their potential and adopt more innovative teaching practices (Bahri & Ashlan, 2023). Likewise, precise career planning will provide direction for educators to improve competence and creativity in the long run (Serbes & Albay, 2017). However, in reality, educator professional development programs in many schools are still limited, unsustainable, and often not oriented towards strengthening creativity (Kenawy et al., 2024).

This research is important and relevant to be carried out. First, to explain the relationship between the school organization climate and the creativity of educators. Second, to test the role of career management and career planning as mediators that can strengthen the relationship. Through this analysis, the research is expected to make a theoretical contribution in the form of a more holistic understanding of the factors that affect educators' creativity. From a practical perspective, the results of the research can serve as a basis for policymakers and school leaders to design targeted educator career development strategies, thereby increasing educators' creativity and improving the quality of education sustainably.

LITERATURE REVIEW

School Organizational Climate

The school organizational climate is an important factor that affects educators' behaviour, motivation, and creativity. According to West & Sacramento, (2023), a conducive organizational climate provides space for individuals to experiment, pitch ideas, and innovate. Research by Volery & Tarabashkina, (2021), also confirms that an open school climate that supports teacher participation can increase teaching creativity. This is reinforced by L. Wang et al., (2023) who found that the school climate plays a role in strengthening the positive relationship between promotional focus and teachers' innovative styles. On the other hand, an authoritarian, hierarchical organizational climate that does not provide space for freedom actually reduces teachers' creativity (Almessabi & Alhosani, 2024). This condition is in line with the results of (Kundu & Roy, 2023; Liu & Wang, 2019), which revealed that a closed organizational climate tends to limit teachers' innovative participation. Thus, the school organizational climate is a fundamental variable that can encourage or inhibit teachers' creativity.

Teacher Creativity

Teacher creativity is the ability to develop innovative learning methods, strategies, and media in order to improve students' learning experience (Ibrahim & Bilqhis, 2024). emphasised that teachers' creativity can stimulate students' imagination and challenge traditional learning paradigms. Gamaliia et al., (2024) add that innovation in teaching methods is an integral part of the response to the challenges of 21st-century education. However, research (Salehudin, 2023; Sari et al., 2022) found that there are still many teachers who rely on text-based conventional methods and lack exploration of alternative learning resources. Low teacher creativity has implications for decreasing student learning motivation Uchenna & Nwagbo, (2021) and encouraging passive learning (Hoidn & Reusser, 2020). In other words, teacher creativity is not just an additional skill, but an essential need to overcome pedagogical stagnation.

Career Development

Career development is an ongoing process that includes career planning (CP) and career management (CM). According to Lin & Foley, (2019), effective career development can increase professionalism and encourage teachers' creativity in teaching. M. Wang & Wanberg, (2017) affirm that CP and CM are two important dimensions: career planning gives direction to goals, while career management focuses on strategies to achieve them. Furthermore, Massie et al., (2022a) show that professional coherence as part of career development correlates with creativity in teaching practice.

Teachers who have a clear and well-managed career plan are more likely to take positive risks in learning, try new strategies, and adapt to change. The study of Lin & Foley, (2019) reinforces these findings by showing that career development increases teachers' sense of ownership of their profession, which ultimately impacts the emergence of innovation.

The Role of Career Development Mediation

Although many studies confirm the influence of the school organizational climate on teacher creativity, there is still a knowledge gap regarding the mechanism of how these relationships can be strengthened through the mediation of career development variables. Karakasidou et al. (2024), in a study in the field of educational psychology, found that mediating variables such as resilience and self-planning were able to strengthen the relationship between environmental factors and creative behaviour. In the context of education, it can be analogous that teacher career planning and management acts as a bridge that connects the school organizational climate with increased creativity. Thus, this research is important to answer the question: Does the school organizational climate have a positive effect on teachers' creativity by being mediated by career development (career planning and career management)? This approach not only fills the knowledge gap but also makes a practical contribution to the formulation of policies to improve the quality of teachers and school management.

METHOD

The main purpose of this study is to examine the influence of the school organizational climate on teaching creativity (TC) with a mediating variable in the form of career development, which consists of two dimensions: career management (CM) and career planning (CP). To answer this goal, the study uses a quantitative approach with a survey method, as well as data analysis through Partial Least Square–Structural Equation Modeling (PLS-SEM). The PLS-SEM approach was chosen because it is suitable for analyzing complex causal relationships with latent variables, and can accommodate mediation models involving more than one variable (Hair Jr et al., 2023).

The population of this study consists of all educators in the National Police education and training institutions, totalling 585 certified individuals. Given that the population is quite large, sampling is carried out using a simple random sampling technique. To determine the representative number of samples, the Slovin formula was used, which resulted in a sample size of 238 respondents. This number is considered adequate according to the minimum sample requirements in PLS-based SEM analysis (Hair et al., 2019).

The use of the survey method with Partial Least Squares–Structural Equation Modelling (PLS-SEM) analysis in this study was chosen because it was in accordance with testing the complex causal relationships between latent variables, including the role of mediation. This method has advantages over traditional covariance analysis techniques, especially in handling models with multidimensional constructs, a large number of indicators, and a relatively moderate sample size, as in this study (Hair et al., 2019; Sarstedt et al., 2022). In addition, PLS-SEM allows researchers to obtain more accurate parameter estimates even if the data are not fully distributed normally, making it more flexible in social and educational research (Monecke & Leisch, 2012). Thus, this method is considered most appropriate to analyze the influence of the school organization's climate on teaching creativity by considering career development mediation.

The preparation of the instrument was carried out by adapting the scale that had been used in previous research related to the variables of the school organization's climate, career development, and teacher creativity. The climate variables of the school organization (SOC) are adapted from the instruments developed by Datta & Kilic (Datta & Singh, 2018; Kılıç & Altuntaş, 2019). Wang (Tamsah et al., 2021; M. Wang & Wanberg, 2017), which includes the dimensions of career planning (CP) and career management (CM). The instrument preparation stage is carried out through an expert judgment process. The initial draft instrument was then discussed with language and psychology experts through focus group discussions (FGDs), resulting in 42 statements that were suitable for use. All items of the instrument were measured using a five-point Likert scale, ranging from 1 = "strongly disagree" to 5 = "strongly agree."

The research was conducted in 9 Polri's educational and training institute units. The population in this study is educators at Polri educational and training institutions that have certified 585 educators. A simple random sampling technique using the Slovene formula obtained a sample of 238 respondents.

The study responded to the research question, "Does the climate of school organizations (SOC) have a statistically significant influence on the creativity of teachers in teaching (TC) mediated by career development?". Thus, the following hypothesis can be developed: 1) the organizational climate affects the creativity of teachers in teaching, 2) the climate of the school organization affects career management, 3) the school organization climate influences career planning, 4) the career management influences teaching creativity, 5) the career planning influences creative teachers, 6) the school organizational climates mediated by career management affects teacher creativity in learning, 7) the school's organizational atmosphere mediated by career planning affects teachers' creativity within teaching.

A constellation of hypothetical models that can guide researchers in mapping the probability that appears in each variable. The constellation of a hypothetical model can also be used to illustrate the scheme of the research hypothesis studied in Figure 1.

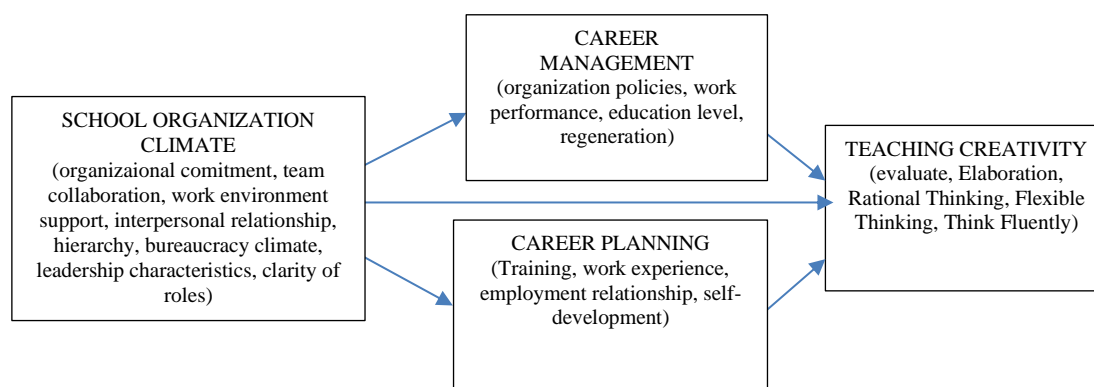


Figure 1. Hypothetical model

The study involved 238 educators from nine education units of professional development specialization in the educational institutions of the State Police of the Republic of Indonesia. Table 1 explains the characteristics of the respondents. The educators selected in this study are educators with the criteria of unit work, level of education, and teaching experience. The educational unit involved nine educational units; the largest sample was Pusdik Brimob, with 17.23%, while the smallest sample was Pusdik Intelkam, with 6.30% of the number of respondents. Respondents with an undergraduate level of education were the highest sample on the educational level criterion of 49.58%, while the lowest was a doctoral level of 2.52%. When reviewed from teaching experience, respondents with less than five years of experience were the largest at 45.38%, and the lowest were respondents with 6-10 years of work experience at 19.33%.

Table 1. Respondent's characteristics

Criteria		Count	%
Education Unit	Diklat Reserse	24	10,08
	Pusdik Binmas	30	12,61
	Pusdik Lantas	27	11,34
	Pusdik Intelkam	15	6,30
	Pusdik Sabhara	31	13,03
	Pusdik Brimob	41	17,23
	Pusdik Polair	32	13,45
	Pusdik Administrasi	21	8,82
	Sebasa Polri	17	7,14
Education level	High School	54	22,69
	Bachelor	118	49,58
	Master	60	25,21
	Doctor	6	2,52
Teaching Experience	< 5 years	108	45,38
	6-10 years	46	19,33
	>10 years	84	35,29

RESULT AND DISCUSSION

Indicator testing

Indicator measurement is carried out through two types of measurements: reliability test and construction validity test. Measurement test results are listed in Table 2. The assessed Construction has reliability and validity if it has a value of loading factors, Cronbach's Alpha, and composite reliability of at least 0.70 (Hair et al., 2019). Besides, it also has an Average variance extracted (AVE) > 0.50. Table 2 shows that the research instruments used to measure the exogenous variables (Career Management, Career Planning, School Organizational Climate) and the endogenic variable (Teaching Creativity) have adequate reliability and validity. Proof of Cronbach's Alpha score and composite reliability over 0.70 and AVE score over 0.50.

Table 2. Reliability Test Results and Validity Construct

Variable	Item Code	Loading Factors	Cronbach's Alpha	Composite reliability	AVE	Predicate
Career Management	CM1	0.860	0.963	0.964	0.793	Reliable and Valid
	CM2	0.899				
	CM3	0.921				
	CM4	0.915				
	CM5	0.896				
	CM6	0.909				
	CM7	0.866				
	CM8	0.855				
Career Planning	CP1	0.902	0.966	0.967	0.809	Reliable and Valid
	CP2	0.904				
	CP3	0.926				
	CP4	0.879				
	CP5	0.863				
	CP6	0.922				
	CP7	0.886				
	CP8	0.909				
School Organizational Climate	SOC1	0.844	0.959	0.962	0.731	Reliable and Valid
	SOC2	0.894				
	SOC5	0.902				
	SOC6	0.887				
	SOC9	0.883				
	SOC10	0.805				
	SOC11	0.761				
	SOC12	0.875				
Teaching Creativity	SOC15	0.827				
	SOC16	0.858				
	TC1	0.860	0.945	0.946	0.697	Reliable and Valid
	TC2	0.842				
	TC3	0.870				
	TC4	0.877				
	TC5	0.874				
	TC6	0.791				
TC8	0.703					
TC9	0.834					
TC10	0.851					

After testing the reliability and validity of the construction, the next stage is testing the discriminatory validity. Variable discrimination validity was obtained with Heterotrait-Monotrait (HTMT) testing, and the HTMT value received was less than 0.90 (Henseler et al., 2015). Results of discriminatory validity tests through HTMT are assessed in Table 3. In Table 3, the HTMT value of all variables does not exceed 0.90. According to (Hair Jr et al., 2023) the measurement of discriminatory validity by calculating HTMT is better than the Fornell lacker criterion method.

Table 3. HTMT test results

Variable	Career Management	Career Planning	School Organizational Climate	Teaching Creativity
Career Management				
Career Planning	0.896			
School Organizational Climate	0.733	0.759		
Teaching Creativity	0.771	0.780	0.801	

Hypothesis Testing

Direct effect

After testing the measurement model, including the reliability and validity of the construction and the discriminatory validity, the next stage is testing the structural model. In structural model testing, there are two types: variable direct effect path coefficient testing and variable indirect effect path factor testing. Table 4 examines the results of the test coefficient of the direct effect path.

Table 4. Path coefficient test results

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Hypothesis
SOC -> TC	0.432	0.435	0.071	6.122	0.000	Accepted
SOC -> CM	0.711	0.716	0.046	15.305	0.000	Accepted
SOC -> CP	0.735	0.737	0.037	19.730	0.000	Accepted
CM -> TC	0.234	0.226	0.089	2.609	0.009	Accepted
CP -> TC	0.228	0.236	0.088	2.597	0.009	Accepted

The relationship between the stated variables has a positive and significant influence if the t-statistics value is greater than 1.96 and the P-values value is less than 0.05 (Adisel et al., 2024). Based on Table 4, the study results show that hypotheses 1 to 5 are accepted, so it can be concluded that the relationship between variables in the hypothesis has a positive and significant influence on the values of path coefficients, t-statistics, and P-values studied in Table 4.

Indirect Effect

The results of the indirect influence tests are examined in Table 5. There are two findings of indirect influence. First, there is a positive and significant influence between the school organizational climate (SOC) and teaching creativity (TC) mediated by career management (CM). Second, there is a positive and significant influence between the school organizational climate (SOC) and teaching creativity (TC) mediated by career planning (CP).

Table 5. Results of indirect effect analysis

Variable	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values	Hypothesis
SOC -> CM -> TC	0.166	0.161	0.062	2.667	0.008	Accepted
SOC -> CP -> TC	0.168	0.175	0.067	2.501	0.012	Accepted

R-square

Table 6 evaluates the R-square results; the R-square used to analyze is an R-square adjusted. The first line adjusted R-square is 0.504, which indicates that the school organization climate (SOC) affects career management by 50.4% and is categorized as a moderate influence. Whereas the second adjusted R-square track was 0.538, the organizational climate affected career planning by 53.8% with moderate categories. The third line of 0.671 means the impact of the school's organizational climate, career management, and career planning on teaching creativity was 67.1% with a moderate influence category.

Table 6. R-square test results

Variabel	R-square	R-square adjusted
CM	0.506	0.504
CP	0.540	0.538
TC	0.675	0.671

Model-fit

The next test is a matching and goodness test of the model. Based on Table 7, the SRMR value of this model is 0.087, so it can mean that the model in this study is recommended because, according to (Hair et al., 2019), a model is said to have a match and goodness recommended if the SRR value is less than 0.10. The relationship between the variables in this study is examined in Figure 2.

Table 7. SRMR results

	Saturated model	Estimated model
SRMR	0.065	0.087
d_ULS	2.636	7.761
d_G	1.955	2.272
Chi-square	2.354.121	2.496.220
NFI	0.786	0.774

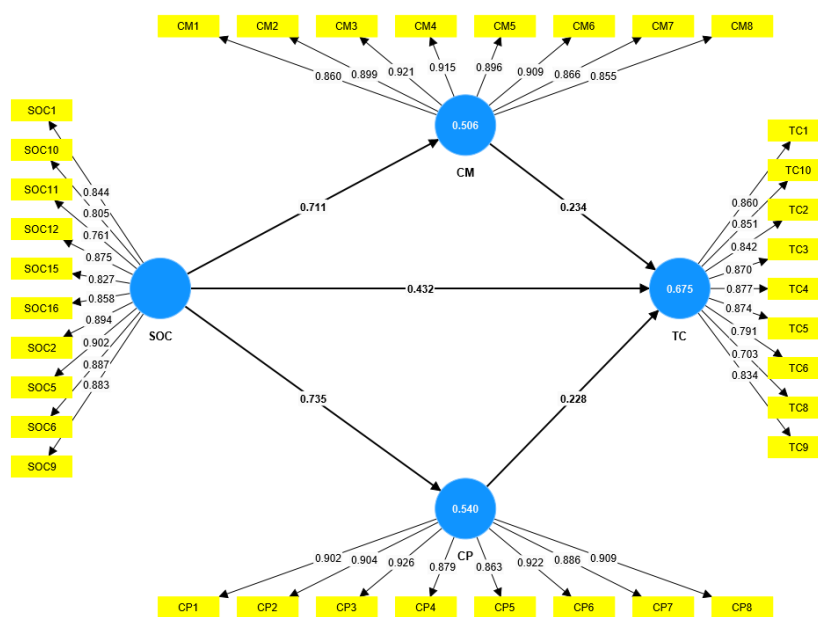


Figure 2. Schema of Relationships Between Variables

Discussion

The climate of the school organization affects the creativity of teaching educators

The results of the first hypothesis test showed that the school organizational climate had a significant effect on the teaching creativity of National Police educators, with a path coefficient of 0.432, a t-statistical value of 6.122, and a P-value of 0.000. These findings emphasize that the more conducive the school organizational climate, the higher the tendency of educators to display creativity in the learning process. The significance of these results is not only statistical, but also has practical meaning in the institutional context of the National Police which tends to be hierarchical and bureaucratic. In such an environment, leadership support, trust between members, and a sense of psychological security prove to be key factors that drive educators' courage to experiment, try new strategies, and produce learning innovations relevant to policing tasks. This is in line with the research of Dederling & Pietsch, (2023), which emphasized that trust and support for innovation from leaders play an important role in improving the quality of teaching, as well as Chang et al., (2021), who proved that the school organizational climate has a positive impact on the creative teaching behaviour of physical education teachers. Furthermore, the theory of organizational creativity (Chang et al., 2021) also affirms that professional autonomy, social support, and psychological security are the foundations for the emergence of creative behavior. Thus, it can be concluded that the school organizational climate is not just a structural background, but a strategic instrument that is able to foster the creative capacity of National Police educators in preparing students who are adaptive, innovative, and professional.

The school organization's climate affects Polri's educators' career management.

The results of the second hypothesis test showed that the school organizational climate had a significant effect on the career management of National Police educators, with a path coefficient of

0.711, a t-statistical value of 15.305, and a P-value of 0.000. These findings indicate that the school organizational climate has a very strong contribution in shaping educators' career management patterns, both in terms of planning, self-development, and the use of career opportunities. Relatively high coefficient values indicate that organizational climate changes, such as improved communication, supportive leadership, and fair evaluation mechanisms, directly impact educators' ability to design and manage their careers more effectively. These results reinforce the research of Vidak et al., (2023), which affirm that the school organization climate has a positive effect on teachers' career management, and is in line with the findings of Schad, (2019) that organizational communication and work climate affect career management as well as teacher job satisfaction. In the context of the National Police educational institution, this result is particularly relevant because career management encompasses not only formal promotion paths but also the enhancement of pedagogical competence, readiness to address professional challenges, and the integration of police values into the learning process. The career management of National Police educators is not the result of individual initiatives alone, but is a reflection of the quality of the organizational climate that can create opportunities, provide support, and build long-term motivation for the professional development of educators.

The school's organizational climate affects Polri's career planning.

The results of the third hypothesis test showed that the school organizational climate had a significant effect on the career planning of National Police educators, with a path coefficient of 0.735, a t-statistical value of 19.730, and a P-value of 0.000. This high coefficient value shows that the school organizational climate has a dominant role in shaping the long-term orientation and career development strategies of individuals. The more conducive the organizational climate, the more likely educators are to be able to develop a career plan that is clear, realistic, and in accordance with the dynamics of the police profession. These findings are consistent with the research of Furner & McCulla, (2019), which affirms that the school climate influences career planning through increased job satisfaction and professional development opportunities, and is in line with Granero-Gallegos et al., (2024), who show that the climate of educational organizations contributes to the formation of a more structured career direction of teachers. In the context of National Police education, career planning is not only related to promotion of positions or structural mobility, but also to strengthening pedagogical competence, adapting to the challenges of police duties, and integrating professional values in self-development strategies. Thus, the school organizational climate can be seen as a catalyst that provides a framework of support, opportunities, and motivation for National Police educators in designing their career strategic steps in a sustainable manner

Career management affects the creativity of Polri's educators in teaching.

The results of the Hypothesis 4 test showed that career management had a significant effect on the teaching creativity of National Police educators, with a path coefficient of 0.234, t-statistic of 2.609, and a P-value of 0.009. This suggests that improved career management of educators is associated with higher levels of creativity in learning. These findings reinforce the study of Massie et al., (2022), which affirms that career management improves professional coherence and encourages teachers' creative skills. Similarly, Liu & Wang, (2019) found that career management contributes to creativity through self-efficacy and a supportive school climate. In the context of National Police education, this result is important because a rigid and hierarchical education system has the potential to hinder innovation. Structured career management provides direction for self-development, training opportunities, and clarity of career paths, so that it can encourage educators to be more courageous in innovation. Career management not only impacts individual motivation but also strengthens professionalism, which has implications for teaching creativity. Thus, career management proves to be an important determinant of educator creativity. Improving the quality of education, especially within the National Police, is not enough; it requires not only the provision of facilities but also the strengthening of the career management system to encourage educators to continue innovating.

Career planning affects the creativity of Polri's educators in teaching.

The results of the Hypothesis 5 test showed that career planning had a significant effect on the teaching creativity of National Police educators, with a path coefficient of 0.228, t-statistic of 2.597, and a P-value of 0.009. These findings indicate that educators who have a clear understanding of career goals and directions tend to be more motivated to innovate in learning. This is consistent with the view of (Koch, 2015), who asserts that clarity of career goals can increase motivation, engagement, and orientation in the creation of creative learning methods. In addition, Whitcomb et al., (2009) research

emphasizes the importance of education and career development as an integral part of improving the quality of education. Institutional support that facilitates career planning will provide space for teachers to develop creativity in learning. In line with that, Morris, (2020) added that structured career programs can strengthen teachers' capacity to integrate innovation into teaching practices. These results are also relevant to the context of the National Police's education, where a hierarchical system can make educators stuck in routine. Precise career planning serves as a long-term strategy to direct competency development, while also giving teachers the confidence to dare to try new, more creative methods.

School organizational climate influences teaching creativity mediated by career management of educators Polri

The results of the Hypothesis 6 test showed that the school organizational climate had a positive and significant effect on teaching creativity with career management mediation, shown by the path coefficient of 0.166, t-statistic of 2.667, and P-value of 0.008. This means that the role of career management has been proven to strengthen the influence of the school organization's climate on the teaching creativity of National Police educators. These findings are in line with Tamsah et al., (2021). who affirm that career management is an important mechanism in bridging the relationship between organizational climate and innovative behaviour. This is also reinforced by creativity (Ahmad et al., 2023). In the context of Police education, organizational systems that tend to be hierarchical and bureaucratic can reduce the space for innovation. However, the existence of effective career management allows educators to remain motivated to create, as they feel a clear career direction, competency improvement opportunities, and institutional support. Thus, a conducive organizational climate will more optimally influence creativity if mediated by structured career management practices.

School organizational climate influences teaching creativity mediated by Polari's career planning educators.

Hypothesis 7 (H7) is used to determine whether the school's organizational climate positively and significantly influences teaching creativity mediated by the career planning variables. Based on the statistically calculated results, hypothesis 7 proved acceptable, with a coefficient value of line 0.168, t-statistics 2.501, and a P-value of 0.012. Research findings show a significant correlation between the school's organizational climate and teaching creativity. Teachers who operate in an environment that is supportive, inclusive, and gives freedom to experiment tend to show a higher level of creativity in their teaching methods (Massie et al., 2022b). The most interesting finding in this study is the mediating role of Polri's educator's career planning in the relationship between organizational climate and teaching creativity. Mediation analysis shows Polri's career planning is a powerful mediator, linking a conducive school organizational climate with increased teaching creativity. It shows that when teachers feel supported and have a clear path for their career development, they tend to be more motivated to create innovative and effective teaching methods (Du & Chang, 2023).

CONCLUSION

Based on the results of hypothesis testing, this study concludes that the school organizational climate (SOC) has an important role in increasing the teaching creativity (TC) of National Police educators, both directly and through mediation variables. Directly, SOC has been proven to have a significant effect on teaching creativity, which shows that a conducive work environment can encourage teachers to be more innovative in the learning process. In addition, SOC also has a positive effect on career management (CM) and career planning (CP), both of which play an important supporting factor in the professional development of educators. The results of further analysis showed that both CM and CP have a significant influence on teaching creativity, so that the better the management and career planning of teachers, the higher the creativity shown in learning. Other findings that affirm the mediation position show that the school organizational climate can influence teachers' creativity more strongly when mediated by career management and career planning. Thus, this study emphasizes the importance of creating a supportive school organizational climate, as well as strengthening career development strategies as a comprehensive effort to increase educators' teaching creativity.

This research contributes to understanding the factors affecting the quality of learning in Polri's educational environment. Implementing strategies such as fostering a conducive organization climate, supporting career planning, and managing careers effectively can enhance teaching creativity and overall education quality. Efforts to strengthen the school's organizational climate, support educators'

career planning, and improve career management can significantly improve the quality and learning outcomes in Polri's educational environment. These measures will not only help improve the job satisfaction and motivation of educators but will also positively impact student learning experience and overall education quality. Therefore, a better understanding of the complex interactions between these factors is expected to help design more effective policies and programs supporting the development of quality education in Polri educational institutions and other educational establishments.

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