

Role of Leader-Member-Exchange (LMX) in Improving Teacher Creativity

Lusi Tetrasari¹, Aan Komariah², Diding Nurdin³,

Dedy Achmad Kurniady⁴, Syifa Hanifa Salsabil⁵, Riyaldi Dithia Permana⁶

^{1,2,3,4}Educational Administration Department, Universitas Pendidikan Indonesia, Bandung, West Java, Indonesia

⁵Business Administration Department, Universitas Ma'soem, Sumedang, West Java, Indonesia

⁶Statistic Department, Universitas Islam Bandung, Bandung, West Java, Indonesia

Email : lusitetrasari@upi.edu¹, aan_komariah@upi.edu², didingnurdin@upi.edu³, dedy_achmad@upi.edu⁴, syifahanifass@gmail.com⁵, riyaldidithiapermana29@gmail.com⁶

DOI: <http://doi.org/10.33650/al-tanzim.v8i2.6556>

Received: 13 July 2023

Revised: 15 December 2023

Accepted: 25 February 2024

Abstract:

This research examines the role of LMX in improving teacher creativity conducted by principals by using LMX theory. This research studies whether the principals show their maximal role in LMX and participate, empower, and collaborate with teachers to improve and increase school quality. So far, there are no apparent effects of LMX on teacher creativity. We will examine the relationship between creativity and the role of LMX as a source of relations for teachers. The data were collected from 165 teachers and 19 principals in the Education Office in Bandung City, Indonesia. The statistical analysis used in this study is Partial Least Square (PLS) with smartPLS 3.0 software. We found out that LMX still has adverse effects when the principals have regulated and limited their participation, empowerment, and collaboration in LMX, so they have obstacles in showing their creativity. Through this research, we expect that the LMX practices based on professional effect, loyalty, contribution, and respect will greatly benefit teacher creativity; thus, principals must improve their communication and setting of shared works. Results of this research propose that friendship, mutual shares with good interpersonal communication, participation, empowerment, and collaboration are essential aspects for principals to stimulate creativity.

Keywords: *Creativity, Exchange, Leader, Member, Teacher*

Abstrak:

Penelitian ini menyelidiki peran LMX dalam meningkatkan kreativitas guru yang dilakukan oleh kepala sekolah dengan menggunakan teori LMX. Penelitian ini menelaah lebih mendalam apakah para kepala sekolah menunjukkan perannya yang maksimal dalam LMX dan apakah mereka juga berpartisipasi, memberdayakan, dan berkolaborasi dengan guru dalam perbaikan dan peningkatan mutu sekolah. Sejauh ini, Efek LMX pada kreativitas guru masih belum jelas. Kami berupaya menyelidiki hubungan antara kreativitas, dan peran LMX sebagai sumber relasional bagi para guru. Data dikumpulkan dari 165 guru dan 19 kepala sekolah pada Dinas Pendidikan Kota Bandung, Indonesia. The statistical analysis used in this study is Partial Least Square (PLS) with smartPLS 3.0 software. Kami menemukan bahwa LMX masih menyisakan pengaruh negative tatkala kepala sekolah terlalu mengatur dan membatasi partisipasi, pemberdayaan, dan kolaborasi dalam LMX sehingga mereka memiliki kendala dalam menunjukkan kreativitasnya. Dengan penelitian ini, kami telah menunjukkan bahwa praktik LMX yang didasari affect, loyalty, kontribusi, dan respek profesional sangat

bermanfaat bagi kreativitas guru, oleh karena itu kepala sekolah harus memperbaiki cara berkomunikasi dan pengaturan kerja bersama. Hasil dari penelitian ini mengusulkan bahwa silaturahmi, saling berbagi dengan komunikasi interpersonal yang baik, berpartisipasi, memberdayakan, dan berkolaborasi adalah penting bagi kepala sekolah yang dapat memicu banyak kreatifitas yang dapat diwujudkan.

Kata Kunci: *Kreativitas, Pertukaran, Pemimpin, Anggota, Guru*

Please cite this article in APA style as:

Waruwu, N., Komariah, A., Hia, A. K., Kurniady, D. A., Sururi, Permana, R. D. (2024). Role of Leader-Member-Exchange (LMX) in Improving Teacher Creativity. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 8(2), 361-376.

INTRODUCTION

Developing innovation and maintaining the spirit to create for teachers is challenging work for principals. It requires compactness and solidarity between principals and teachers; it is beyond the substance of communication, which must emphasize an idea to be creative. Many principals then do all management work since involving teachers; some agendas will be gradually completed and harder.

The conceptual challenges of leadership that emphasize collegial relationships continue to burden many leaders in their practical application. Although easy to articulate, this has proven challenging to implement, primarily when the leadership culture is still rooted in feudal paradigms and top-down hierarchical structures. In the 21st-century leadership era, the relationship between leaders and team members has become a center of attention in leadership literature. One concept that receives special attention is Leader-Member Exchange (LMX), or the exchange between a leader and team members. LMX refers to the quality of interpersonal relationships between a leader and his team members. However, in many current leadership practices, the relationship between leaders and team members has yet to develop fully into a collegial relationship. Often, relationships veer toward authoritarianism, where the leader maintains dominant control over team members, and decisions are usually made unilaterally.

Manadin (2023) emphasized that the LMX concept has yet to be fully realized. The idea of leadership, ideally a dynamic process in which leaders and team members influence and interact with each other, is often only a one-way relationship that fails to build quality bonds between them. Many leaders still adhere to a strong hierarchical structure, placing them in authoritative positions that emphasize the obedience of team members. Marwan's (2023) research shows that leaders who adopt a good LMX approach tend to foster a more cooperative and supportive work environment. However, the challenge lies in transforming the authoritarian paradigm, which still dominates many organizations today, into a more inclusive and collaborative relationship focused on mutually beneficial exchanges between leaders and team members.

The relationship between principals and teachers is not seen as a relationship between superiors and subordinates but a guided collegial relationship between a leader and their leader. It has characteristics of directing, guiding, empowering, and stimulating teachers to be a person with leadership characteristics. Such a relationship must involve them in decision-making or program implementation. One factor influencing employee behavior is the relationship between leaders and team members, known as Leader-Member Exchange (LMX). LMX refers to the quality of interpersonal relationships between

leaders and team members involving mutual trust, support, and respect. The LMX theory focuses on a dyadic relationship, namely a relationship between a leader and each follower personnel, and each relation between a leader and member has a different quality (Nirmala, 2020).

Several studies are showing that employee creativity is influenced by leader-member exchange (LMX). For example, it is research taken by Yikllmaz & Sürücü, (2021), Li (2021), and Liao (2023) states that leader-member exchange encourages innovative behavior, which assists in higher lever organizational performance. Suppose a leader uses more intensive communication to influence the responsibilities of organizational members. In that case, the members will have more precise descriptions of their duties related to work performance. Creative behavior serves as a demand for a higher level of work since it involves uncertainty. Thus, teacher creativity is expected to be improved based on work resources obtained through high interaction with principals. One factor that influences teacher creativity is the relationship between the leader and team members, known as the Leader-Member Exchange (LMX). LMX refers to the quality of interpersonal relationships between leader and team members involving mutual trust, mutual support, and mutual respect.

A good relationship between principals and teachers will significantly influence work climate and situation, which leads to the ease of achieving school goals at the ten. This good relationship is built by good communication between both parties. Otherwise, there will be disharmony caused by less good relationships, miscommunication, gaps, friction, and burnout situations by teachers. Less good relationships between leaders and members will lead to incomplete work and decreasing quality of productivity (Komariah, 2022). A good relationship between principals and teachers will be meaningful in the success of work settlement (Pinontoan, 2023). According to the researchers' opinion, a good relationship between principals and teachers will have a significant influence on work effectiveness. This opinion is in line with (Rurkkhum, 2018) stating that Leader-member exchange plays a significant role in creating employee and organizational performance. Thus, the central relationship at work directing organizational effectiveness is a relationship between leaders and their leaders, called Leader-Member-Exchange (LMX) (Buengeler et al., 2021).

Social theory (Exchange theory) confirms that a strong and solid relationship is essential to achieving organizational goals, such as a positive attitude toward work and a suitable work method (Adriani et al., 2023). The underlying principle of leadership exchange theory is the theory of social exchange. First, it substantiates that they are involved in high-quality exchange to obtain access to other resources and benefits and respond by showing behaviors that, in the end, benefit the organization and leaders (Estel et al., 2019). Relatedness between leader-member exchange (LMX) and creativity started from leader trust in participating, empowering, and collaborating to realize the policies into programs. Such trust leads to a cozy and peaceful work life.

To achieve a peaceful life at the workplace is such a life present. Not all people can feel the comfort of their working life. There are many conflicts, pressures, and veiled hostility. Creating a good work atmosphere requires a

willingness to interact well with others. Mutual respect, mutual coordination, and collaboration with partners are also necessary. Principals developing good quality relationships with teachers serve as an essential source of information and knowledge for others and show a high level of social status and superiority, which gradually turns out to be a high level of strength and capacity for mutual influence (Salk & Brannen, 2000).

LMX researchers see that a circle of leaders and employees in the form of think-tank is considered a "favorite employee," Not all people will like this term (Yuan et al., 2023). It may also happen in the relationship of principals and teachers. On the other hand, researchers record that teachers who are frequently invited and included in the principal's work team perceive that they gain many new experiences and insights that are helpful for their careers and especially lead to many innovations at work (Kurniady, 2022). The reason is that they associate and have a good relationship with their leader (Yıkılmaz & Sürücü, 2021b). Previous studies revealed a strong and positive correlation between LMX quality and increased employee work creativity (Zhou & Hoever, 2014).

In contrast, other researchers have shown that creativity is obstructed when employees face fear, change, and criticism (Yang Y et al., 2020). The gap in these findings implies that research linking LMX with employee creativity is still uncertain and needs further investigation (Reinholt et al., 2011). To this extent, the gap in this study is based on two reasons. First, the think-tank team formed by the principal is sometimes based on the principal's interest rather than competence and career development necessity. Second, the quality of LMX could be better because teacher engagement is based on directive work execution rather than collaborative teamwork.

It is essential to investigate the role of LMX that can improve teacher work creativity to verify further how to avoid authoritative and directive LMX practices. This is based on LMX theory, which theorizes that leaders can guide and develop their followers' creativity through empathic communication (Komariah, 2022). However, not many reconfirm this because they do not know how the status of LMX conducted by principals is either directive-authoritative or participative-collaborative. Therefore, this study aims to analyze the relationship between the role of LMX and the creation of teacher creativity.

The primary purpose of this study is to analyze the role of LMX in developing teacher creativity and to broaden the literature on this subject. This research primarily contributes to the literature in three ways. First, this educational research seeks to improve the quality of school services by facilitating the development of teacher creativity. Second, research on creativity has generally focused on learning, while research on overall teacher creativity is limited. Furthermore, empirical research is needed for LMX (Xu et al., 2017). In this context, this study extends the literature on creativity. Finally, the findings are anticipated to draw the attention of education managers within the teaching service.

The new school curriculum policy requires teachers to make many innovations in learning (Hauerwas, 2023). The principal's ability as a leader is to improve and maintain quality learning services, and the greatest expectation is teachers' creative behavior. For this reason, principals who successfully develop

and stimulate employee creativity are successful (Surucu & Sesen, 2019). Nonetheless, there are some barriers to teacher creativity. The literature considers the lack of information to demonstrate and show the process of creativity in learning and the lack of respect and concern about rejecting the creative process as the three main barriers to creativity (Meirawan, 2022). Given the barriers to creativity, it is clear that principals are essential actors in activating teachers' creativity potential. How can teachers produce new products or original ideas, insights, restructuring, inventions, or works of art that are accepted by experts as having a scientific, aesthetic, social, or technological value that previously did not exist and was not done by someone (Mesra, 2022)

Turning on employee creativity is done by developing empathic communication through the implementation of LMX roles in leadership practices (Yıkılmaz & Sürücü, 2023). The attitude and behavior of principals in participating, empowering, and collaborating with teachers, as shown by principals, play an essential role in solving problems teachers face during the creative process and creating the atmosphere needed for creativity (Yang, 2020). Referring to the opinion (Crossan & Apaydin, 2010), who studied creativity and innovation conducted in the last 27 years and emphasized the importance of leadership. Leaders play a crucial role in promoting employee creativity.

The degree of the leader in plain sight is in his creativity and innovation (Komariah, 2022; Yang et al., 2020). This refers to the opinion of (Crossan & Apaydin, 2010), who studied creativity and innovation conducted over the last 27 years and emphasized the importance of leadership. Leaders play a crucial role in promoting employee creativity.

The degree of the leader in plain sight is in his creativity and innovation (Komariah, 2022). Innovative and creative leaders are leaders with high LMX who can do three things, namely: 1) able to move, namely moving people and goods to their proper place according to capacity, capability, and appropriateness with the principle of merit system; 2) able to change or substitute, namely changing mindset and behavior from complete of power to sharing of power, from one-way communication to multi-directional, from antipathy to empathy, from autocratic to democratic, from transactive to transformative; 3) being able to add, namely increasing knowledge and skills that are constantly changing by approaching the nodes where knowledge is learned, such as hanging out with fellow teachers and lecturers, bureaucrats, politicians, practitioners, to increase knowledge and knowledge, in addition to of course improving qualifications (Komariah, 2022). Measurement of Employee Creativity uses six indicators (Halakova, 2007): fluency, flexibility, originality, sensitivity, redefinition, and elaboration.

Under the demands of 21st-century competencies that touch on communication, collaboration, creativity, innovation, and problem-solving with critical thinking, 21st-century principal leadership must have characteristics according to these demands. The characteristics of school principal leadership according to the 21st century are those that have a style of uniting with teachers through compact teamwork (Komariah, 2022), which is based on mutual trust and is constructive. Such a leadership style falls into the LMX category. LMX allows the leader to become an actual transformer by changing the leadership style from

a classic style to a collaborative style, supporting cooperation, participation, and creativity (Gobillot, 2010). Leader-member exchange is a model of leadership practice that is very concerned about the quality of the reciprocal relationship between leaders and employees in an organization (Patoni, 2020).

Liao et al. (2023) argue that there is a significant positive relationship between LMX and creativity. LMX is defined as the extent to which employees perceive their relationship with their superiors based on mutual trust, respect, and obligation, which produce influence between employees and their superiors. LMX focuses on the relationship between superiors and each of their subordinates, which aims to increase organizational success by creating a positive relationship between superiors and subordinates (Yıkılmaz & Sürücü, 2023). LMX is not only limited to work relationships, but this theory also supports both leaders and employees to provide feedback to each other (Patoni, 2020). Leader-member exchange is a reciprocal relationship involving communication between leaders and employees through familiarity, contributing to mutual loyalty and respect between individuals. LMX measurement uses four indicators (Liden & Maslyn, 1998) namely Affect, Contribution, Loyalty, and Professional Respect. In line with the existing literature, the following hypotheses have been developed in this research.

H₁: LMX has positive and significant influences on Teacher Creativity

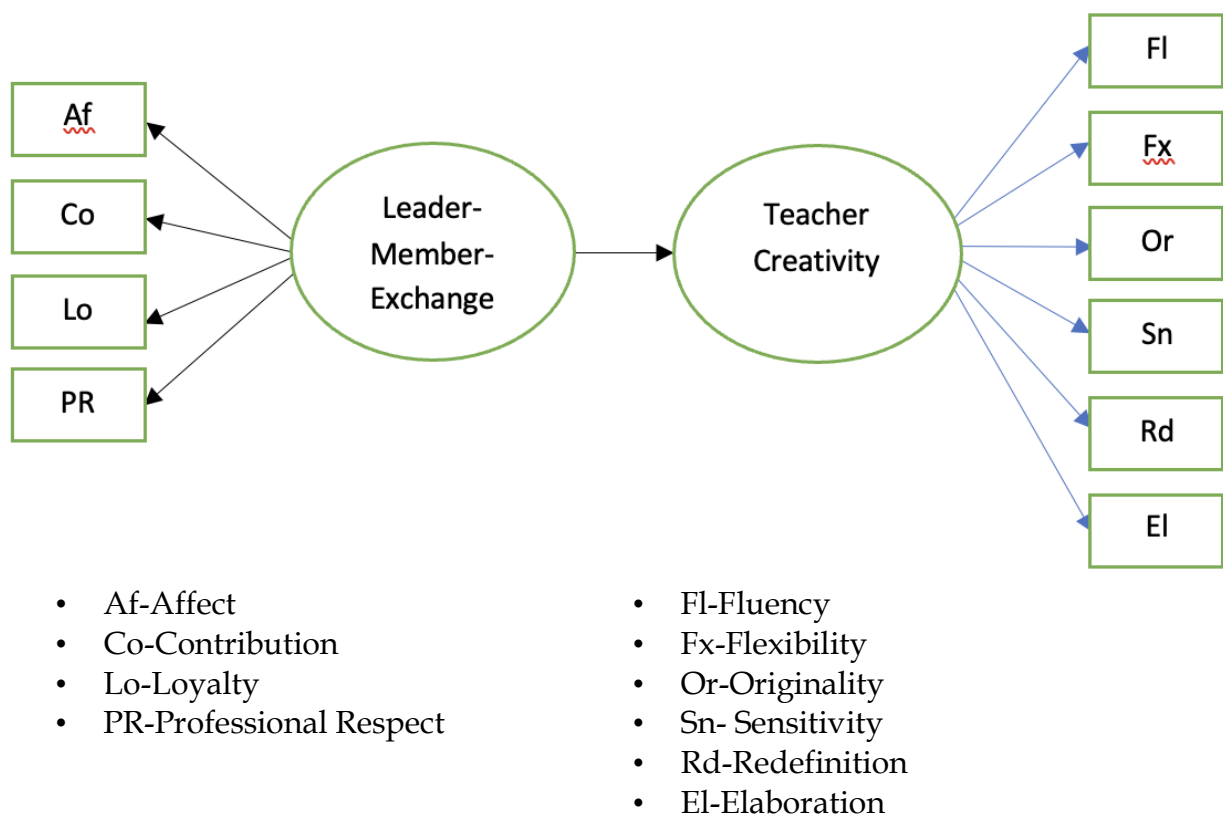


Figure 1: Conceptual Framework
Source: Authors, 2023

RESEARCH METHODS

This research uses a quantitative approach focusing on hypothesis testing to find the truth (Sugiyono, 2015). This research was conducted at the Education Office, Bandung City, West Java, Indonesia. In this study, there were 184 samples of 165 teachers and 19 principals using a probability sampling technique, namely purposive sampling, in which the sampling technique was carried out with specific considerations or criteria. The measurement scale in this study uses a Likert scale, namely a scale of 1-5. The analysis technique uses (1) calculation of the respondent's tendency score and descriptive analysis, (2) analysis of requirements testing, data normality test, data homogeneity test, and data linearity test, and (3) hypothesis testing using Partial Least Square (PLS) with the help of smartPLS 3.0 software.

Leader-member exchange (LMX) was measured on a four-item Likert-type five-point scale (Graen & Uhl-Bien, 1995; Liden & Maslyn, 1998). Teachers were asked to provide feedback on the quality of their relationship with their respective principals. Sample items include: "Does the principal demonstrate a democratic working relationship with you?" and "Does the Principal give full confidence in delegating work to you?". The scale items range from (1 = "very suboptimal", 5 = "very optimal").

Teacher creativity is measured with a six-item Likert five-point scale (Tierney et al., 1999). Principals were asked to provide their responses for each teacher. Sample items included "Teachers are focused on demonstrating originality in their work" and "Teacher-generated ideas are innovative for student learning."

RESULTS AND DISCUSSIONS

Based on the results of the research and data processing that has been carried out, an overview of the LMX of school principals and teacher creativity is described as follows:

Table 1. Description of Principal LMX

No.	Questions	Scale					Total score	Ideal score	Percentage	Categories
		1	2	3	4	5				
1	Affection	0	0	22	100	62	776	920	84,35%	High
2	Contribution	4	7	40	87	46	716	920	77,82%	Medium
3	Loyalty	1	10	33	85	55	714	920	77,60%	Medium
4	Professional respect	1	11	35	79	58	734	920	79,78%	Medium
Total		6	28	127	352	223	2940	3680	79,87%	Medium

Sources: Author, (2023)

Based on the calculation results in the table above, it is obtained the percentage by 79,87% for the respondents' responses to the LMX variable with medium category.

Table 2. Description of Teacher Creativity

No.	Questions	Scale					Total score	Ideal score	Percentage	Categories
		1	2	3	4	5				
1	Fluency	0	0	36	98	50	750	920	82%	High
2	Flexibility	0	0	49	88	47	734	920	80%	Medium
3	Originality	0	0	40	88	56	752	920	82%	Medium
4	Sensitivity	0	0	64	74	46	718	920	78%	Medium
5	Redefinition	0	0	57	66	61	740	920	80%	Medium
6	Elaboration.	0	0	36	99	49	749	920	81,95%	High
Total		0	0	282	513	309	4443	5520	80%	Medium

Sources: Author, (2023)

Based on the calculation results in the table above, it is obtained the percentage by 80% for the respondents' responses to the teacher Creativity variable with the medium category.

Table 3. Validity Test

Variables	Indicators	Factor Loading	AVE	Composite Reliability
Leader Member Exchange	AF	0.932	0.982	0.982
	CO	0.959		
	LO	0.984		
	PR	0.986		
Teacher Creativity	El	0.969	0.986	0.986
	Fl	0.970		
	Fx	0.970		
	Or	0.967		
	Rd	0.942		
	Sn	0.945		

Sources: Author, (2023)

The results of the validity test of each item of the questionnaire question have a good score (valid) because it has met the requirement, namely the score of loadings factor is more than 0.50, and the reliability test of each latent variable meets the requirements. Namely, the score for composite reliability is more than 0.70 (Ghozali & Latan, 2015).

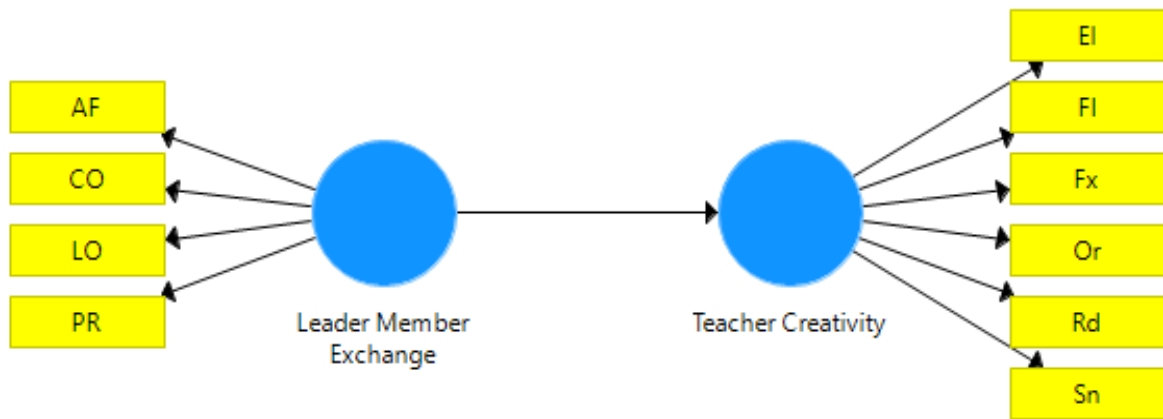


Figure 1. Structural model
Sources: Author, (2023)

Table 4. Fit of Model

Fit of Model	Estimated Model
SRMR	0.027
Chi-Square	779.882
NFI	0.819

Sources: Author, (2023)

Table 4. Fit of the Model describes that Leader-Member Exchange is the significant model to the Teacher Creativity based on the fit of model $SRMR = 0.027 < 0.05$; $Chi-Square = 779.882$; $NFI = 0.819$ the model has met the requirements so that the mode is said to be fit.

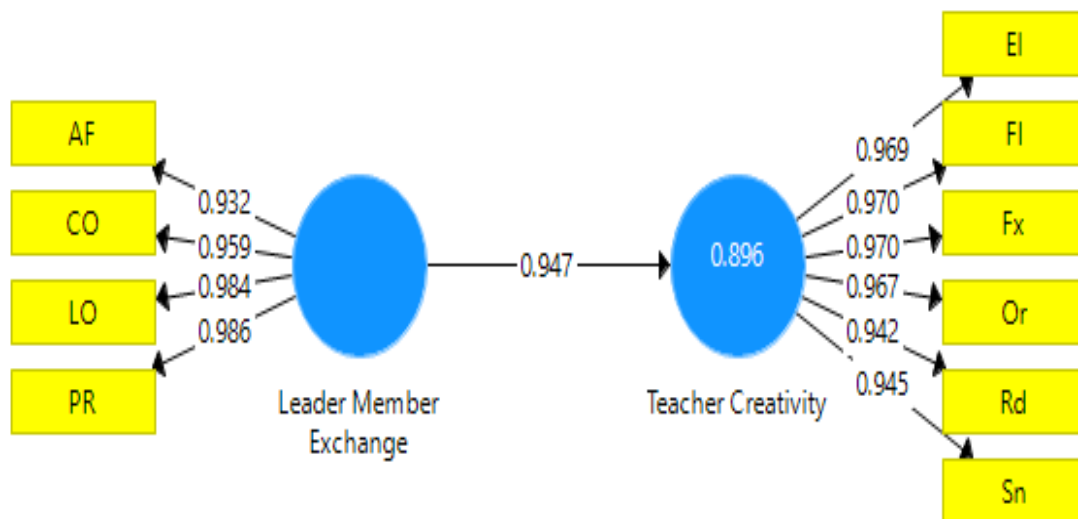


Figure 2. Measurement Model Test
Sources: Author, (2023)

Figure 2 shows the influence contribution of each indicator to the latent variable and describes the extent of influences obtained by each indicator, which can be described in Table 5 and Table 6.

Table 5. Contribution of Leader Member Exchange (LMX) Reflective Variable

Indicators of (Leader Member Exchange)	Loading Factor (LMX)	P-values
AF	0.932	0.000
CO	0.959	0.000
LO	0.984	0.000
PR	0.986	0.000

Sources: Author, (2023)

Table 5. The contribution of the Leader-Member Exchange (LMX) variable has positive and significant influences on each indicator, namely the affective indicator with a positive effect of 0.932 and a significant one with P-values of $0.000 < 0.05$; the contribution indicator has a positive effect of 0.959 and a significant one with P-values by $0.000 < 0.05$; the loyalty indicator has positive effect by 0.984 and significant one with P-values by $0.000 < 0.05$; Professional Respect indicator has positive effect by 0,986 and significant one with P-values by $0.000 < 0.05$.

Table 6. Contribution of Teacher Creativity Reflective Variable

Indicators of (Teacher Creativity)	Loading Factor (LMX)	P-values
El	0.969	0.000
Fl	0.970	0.000
Fx	0.970	0.000
Or	0.967	0.000
Rd	0.942	0.000
Sn	0.945	0.000

Sources: Author, (2023)

Table 6. The contribution of the Teacher Creativity variable has positive and significant influences on each indicator, namely the elaboration indicator with a positive effect of 0.969, and significant one with P-values of $0.000 < 0.05$; the Fluency indicator has a positive effect of 0.970 and a significant one with P-values by $0.000 < 0.05$; the Flexibility indicator has positive effect by 0.970 and significant one with P-values by $0.000 < 0.05$; Originality indicator has positive effect by 0,967 and significant one with P-values by $0.000 < 0.05$. The redefinition indicator has a positive effect of 0.942 and a significant one with P-values of $0.000 < 0.05$; The sensitivity indicator has a positive effect of 0.945 and a significant one with P-values of $0.000 < 0.05$;

Table 7. Determination Coefficient of Teacher Creativity variable

Variable	R-square
Teacher Creativity	0.896

Sources: Author, (2023)

Table 7. The determination Coefficient of the Teacher Creativity variable describes that contribution on Leader-Member Exchange independent variable (Affection, contribution, loyalty, and professional respect) by 89.6% ($R^2=0.896$)

have been described by Teacher Creativity variable and by 10,4% described by other caused beyond the Teacher Creativity.

Table 8. Hypotheses Test

Inter-Variable Relation	T statistics	<i>P-values</i>	Information
LMX → Teacher Creativity	121.035	0.000	Significant Hypothesis is accepted

Sources: Author, (2023)

Table 8. The Hypotheses test shows that P-Value is less than 0.05 namely, 0,000, it means that LMX has positive and significant effects on teacher creativity.

There is excellent convincing clarity about LMX's influence on teacher creativity. School as an educational institute functions as a place to educate life, which requires many creative teachers. Such creative teachers are essential in supplying students with expected abilities. Results from research (Liao, 2023) are based on the phenomena in the learning process in which teachers must keep producing creative ideas to achieve educational goals. (Ata-Akturk & Sevimli-Celik, 2023) Exposed that creativity is a source of innovation and reliable scientific findings to be used as the core of classroom activities and teaching.

Based on the tests conducted in the study, it has been found that LMX influences teacher creativity. This is supported by the description of respondents' answers to the LMX variable of school leaders included in the score category above sufficient with a frequency of 79.87%. This shows that the application of LMX in school leadership has been carried out and must continue to improve its existence with empathic communication interactions. Likewise, the description of respondents' answers to the variable teacher creativity in the Bandung City education office is in the medium score category with a frequency of 80%. The existence of creativity for teachers to learn is essential in this 4.0 era. The 4C demands, namely creativity, communication, collaboration, and critical thinking, require high teacher creativity. Thus, LMX must be studied for its effectiveness and applied to build teacher creativity.

LMX has a very high contribution to teacher creativity. LMX is very important in school leadership practices. Activities that show a high level of LMX include participating, empowering, and collaborating to develop a solid team, mutual respect, and mutual trust. With such LMX, teachers will develop their knowledge, understanding, and skills. Robbins & Judge (2011) suggested LMX is the interaction between leaders and members (subordinates); leaders implicitly categorize their subordinates as "in the group" or "out-group" and that such a relationship will be relatively stable for a more extended period.

Teacher creativity is formed according to the relationship between teachers and their leaders. Teachers who establish a good relationship, maintain quality communication with the leader, cooperate, trust each other, and aim to give their best for the leader will, in turn, develop a good working climate, and there will be teacher-principal transformation. This transformation occurs because there is a comfortable climate to exchange knowledge and develop ideas for the best results (Yıkılmaz & Sürücü, 2023). This perspective states that employees who form strong trust relationships (high LMX) with their leaders will have more creative

ideas and perform more actively (Park & Jo, 2018). High-quality LMX relationships give employees more decision-making opportunities and capabilities, positively correlated with creativity and innovation (Kim et al., 2020). Social exchange theory, which supports the literature, states that employees will work hard and show high creativity in return for leaders' support, trust, and other resources (e.g., autonomy) (Meng, 2017).

Practical Contribution to The Science of Islamic Education Management

Leader-member exchange (LMX) and teacher creativity significantly contribute to the development of Islamic education management science. One of the verses in the Qur'an that describes the importance of collegial or deliberative-based leadership principles justifies the importance of applying research findings on LMX as a collegial and collaborative concept. This is in line with Surah Ali-Imran (3) verse 159, which reads:

فَبِمَا رَحْمَةٍ مِّنَ اللَّهِ لِنْتَ لَهُمْ وَلَوْ كُنْتَ فَظًّا غَلِيظَ الْقَلْبِ لَانفَضُّوا مِنْ حَوْلِكَ فَاعْفُ عَنْهُمْ
وَاسْتَغْفِرْ لَهُمْ وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ إِنَّ اللَّهَ يُحِبُّ الْمُتَوَكِّلِينَ

“So by mercy from Allāh, [O Muḥammad], you were lenient with them. Moreover, if you had been rude [in speech] and harsh in heart, they would have disbanded from about you. So pardon them, ask for forgiveness, and consult them in the matter. Moreover, when you have decided, then rely upon Allāh. Indeed, Allāh loves those who rely [upon Him]”.

This research contains conclusions about the importance of LMX in leadership, clarifying, explaining, and justifying the importance of deliberation, consultation, and collaboration in leadership to achieve calm, grace, and success in every endeavor. This shows that the principle of collegial leadership is one of the essential foundations in Islam for achieving reasonable goals and obtaining blessings from Allah SWT.

CONCLUSION

LMX has positive and significant influences on teacher creativity. The existence of LMX practices applied by principals will stimulate the creation of teacher creativity to serve in teacher learning and task completion with a high level of creativity. LMX contributes to teacher creativity, namely the LMX, which stimulates professional respect, loyalty, and affection. LMX is applied by principals based on professional respect given by competent and experienced principals. LMX, based on principal loyalty, is the characteristic of consistently committing to participate, empower, and collaborate to improve school quality with teachers. LMX, based on contribution, is the principals who always try to contribute their insights and work together to develop school quality by creating a conducive work climate. LMX, based on the effects, serves a central role in the LMX process with authentic leadership characteristics, namely influencing others to know about doing good deeds, contributing, and being loyal to improve educational quality.

There will be good creativity if there is an exemplary LMX implementation. Creative teachers perform highly in Elaboration, Fluency, Flexibility, Originality, redefinition, and sensitivity. Teachers who can elaborate can build on and expand the principal's ideas when implementing the program. Fluency teachers are very fluent in developing many ideas and can implement them well. Flexibility teachers are highly adaptable and flexible in rapidly changing situations. Originality teachers have original ideas when implementing school and learning programs. Teachers with redefinition skills are teachers with a good level of critical thinking in implementing school programs and learning. Sensitivity teachers are teachers who are sensitive to the situation and conditions of the school, especially regarding student learning issues and their students. They can detect signals of problems and opportunities for ideas that inspire new ideas in improving and upgrading learning.

ACKNOWLEDGEMENT

We want to express our deepest gratitude to all those who contributed to completing this article. First and foremost, we extend our heartfelt thanks to Allah SWT for His continuous blessings and guidance throughout this research journey. We are immensely grateful to Professor Aan Komariah, our supervisor, for their invaluable guidance, constructive feedback, and unwavering support throughout the research process. Their expertise and insight have been instrumental in shaping this article. We would also like to acknowledge the Universitas Pendidikan Indonesia for providing the necessary resources and facilities that enabled us to conduct this research. Furthermore, we thank all participants and respondents who willingly participated in this study and provided valuable data and insights. Lastly, we thank our colleagues, friends, and family members for their encouragement, understanding, and support throughout this endeavor.

REFERENCES

- Adriani, Adriani., Alhada, & Sabuhari, Rahmat. (2023). Pengaruh Leader Member Exchange (LMX) dan Team Member Exchange (TMX) terhadap Kinerja Pegawai Melalui Kepuasan Kerja sebagai Variabel Intervening. *Trending: Jurnal Ekonomi, Akuntansi dan Manajemen*, 1(3), 142-162.
- Ata-Akturk, A., & Sevimli-Celik, S. (2023). Creativity in Early Childhood Teacher Education: Beliefs and Practices. *International Journal of Early Years Education*, 31(1). <https://doi.org/10.1080/09669760.2020.1754174>
- Buengeler, C., Piccolo, R. F., & Locklear, L. R. (2021). LMX Differentiation and Group Outcomes: A Framework and Review Drawing on Group Diversity Insights. In *Journal of Management* (Vol. 47, Issue 1). <https://doi.org/10.1177/0149206320930813>
- Crossan, M. M., & Apaydin, M. (2010). A Multi-Dimensional Framework of Organizational Innovation: A Systematic Review of The Literature. *Journal of Management Studies*, 47(6). <https://doi.org/10.1111/j.1467-6486.2009.00880.x>

- Estel, V., Schulte, E. M., Spurk, D., & Kauffeld, S. (2019). LMX Differentiation is Good for Some and Bad for Others: A Multilevel Analysis of Effects of LMX Differentiation in Innovation Teams. *Cogent Psychology*, 6(1). <https://doi.org/10.1080/23311908.2019.1614306>
- Ghozali, I., & Latan, Hengky. (2015). *Partial Least Squares: Concepts, Techniques and Applications using SmartPLS 3*. Diponegoro University Press.
- Gobillot, E. (2010). Leadershift: Reinventing Leadership for the Age of Mass Collaboration. *Development and Learning in Organizations: An International Journal*, 24(5). <https://doi.org/10.1108/dlo.2010.08124eae.002>
- Graen, G. B., & Uhl-Bien, M. (1995). Relationship-Based Approach to Leadership: Development of Leader-Member Exchange (LMX) Theory of Leadership Over 25 Years: Applying A Multi-Level Multi-Domain Perspective. *The Leadership Quarterly*, 6(2). [https://doi.org/10.1016/1048-9843\(95\)90036-5](https://doi.org/10.1016/1048-9843(95)90036-5)
- Halakova, Z. (2007). Is Creativity Characteristic for Incoming Teachers of Science? *Problems of Education in the 21st Century*, 1(1960).
- Kim, J., Paik, M., Lee, K., Lee, H. J., & Shin, J. (2020). LMX Ambivalence and Creative Performance: The Roles of Psychological Safety and Trust in Leader. *Academy of Management Proceedings*, 2020(1). <https://doi.org/10.5465/ambpp.2020.16871abstract>
- Komariah, A. (2022). Kepemimpinan Abad-21: Kepiawaian Menerapkan E-Leadership di Era 4.0. *Jurnal Majelis*, 105.
- Kurniady, D. A., Susilana, R., Widodo, M., & Halimi, A. K. (2022). Managerial Performance in Developing School Climate to Improve School Quality. *Journal of Education*. <https://doi.org/10.1177/00220574211016405>
- Li, R., Zhang, H., Zhu, X., & Li, N. (2021). Does Employee Humility Foster Performance and Promotability? Exploring The Mechanisms of LMX and Peer Network Centrality in China. *Human Resource Management*, 60(3). <https://doi.org/10.1002/hrm.22025>
- Liao, G., Li, M., Li, Y., & Yin, J. (2023). How Does Knowledge Hiding Play A Role in The Relationship Between Leader-Member Exchange Differentiation and Employee Creativity? A Cross-LEVEL Model. *Journal of Knowledge Management*. <https://doi.org/10.1108/JKM-01-2023-0046>
- Liden, R. C., & Maslyn, J. M. (1998). Multidimensionality of Leader-Member Exchange: An Empirical Assessment Through Scale Development. *Journal of Management*, 24(1). <https://doi.org/10.1177/014920639802400105>
- Manadin, A., Komariah, A., Nurdin, D., Prihatin, E., Priatna, A., & Nuphanudin, N. (2023). Role of Leader-Member Exchange, Knowledge Hiding, Prosocial Motivation, And Impression Management Motivation for The Creative Potential of Employees. *Journal of Intercultural Communication*, 23(3), 68–81. <https://doi.org/10.36923/jicc.v23i3.280>
- Marwan, M., Komariah, A., Kurniady, D. A., Mangkuwinata, S. M. I., Hia, A. K., & Kadarsah, D. (2023). Leader Member Exchange and Creative Idea Endorsement: The Role of Supportive and Challenging Voice. *Journal of Intercultural Communication*, 23(4), 57–68. <https://doi.org/10.36923/jicc.v23i4.279>

- Meirawan, D., Komariah, A., Kurniady, D. A., Kurniawan, E., Asri, K. H., Sururi, S., Rahyasih, Y., Sutarsih, C., & Rahman, F. S. (2022). Leadership in Fostering Vocational School Partnerships in The Time of Covid-19. *International Journal of Health Sciences*. <https://doi.org/10.53730/ijhs.v6ns6.10672>
- Meng, Y., Tan, J., & Li, J. (2017). Abusive Supervision by Academic Supervisors and Postgraduate Research Students' Creativity: The Mediating Role of Leader-Member Exchange and Intrinsic Motivation. *International Journal of Leadership in Education*, 20(5). <https://doi.org/10.1080/13603124.2017.1304576>
- Mesra, R., Hidayat, M. F., Salem, V. E. T., & Tanase, T. (2022). Lecturer Creativity in the Use of Online Learning Media at Manado State University. *IJECA (International Journal of Education and Curriculum Application)*, 5(3). <https://doi.org/10.31764/ijeca.v5i3.11045>
- Park, S., & Jo, S. J. (2018). The Impact of Proactivity, Leader-Member Exchange, and Climate for Innovation on Innovative Behavior in The Korean government sector. *Leadership and Organization Development Journal*, 39(1). <https://doi.org/10.1108/LODJ-09-2016-0216>
- Patoni, P. (2020). Pengaruh Leader Member Exchange, dan Keahlian Teknologi Informasi terhadap Kinerja Guru SMP di Kabupaten Purwakarta. *Eqien: Jurnal Ekonomi Dan Bisnis*, 7(2). <https://doi.org/10.34308/eqien.v7i2.139>
- Pinontoan, M. (2023). Perilaku Kepemimpinan, Motivasi Berprestasi terhadap Produktivitas Kerja Warga Belajar Peserta Diklat PKBM Sulawesi Utara. *Jurnal Pendidikan Masyarakat dan Pengabdian: DIKMAS*, 3(1), 129-142.
- Putri, N. M. D., Maruf, A., & Sutinah. (2020). Pengaruh Leader-Member Exchange dan Psychological Empowerment terhadap Innovative Work Behavior: Review Sistematis. *Jurnal Ilmu Sosial Dan Humaniora*, 9(1), 156-161.
- Reinholt, M., Pedersen, T., & Foss, N. J. (2011). Why A Central Network Position isn't Enough: The Role of Motivation and Ability for Knowledge Sharing in Employee Networks. *Academy of Management Journal*, 54(6). <https://doi.org/10.5465/amj.2009.0007>
- Robbins, S. P., & Judge, T. (2011). *Organizational Behavior (14th ed.)*. New Jersey: Prentice Hall. (12th ed.). Prentice Hall.
- Rurkkhum, S. (2018). The Impact of Person-Organization Fit and Leader-Member Exchange on Withdrawal Behaviors in Thailand. *Asia-Pacific Journal of Business Administration*, 10(2-3). <https://doi.org/10.1108/APJBA-07-2017-0071>
- Salk, J. E., & Brannen, M. Y. (2000). National Culture, Networks, and Individual Influence in A Multinational Management Team. *Academy of Management Journal*, 43(2). <https://doi.org/10.2307/1556376>
- Sugiyono, P. (2015). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Surucu, L., & Sesen, H. (2019). Entrepreneurial Behaviors in The Hospitality Industry: Human Resources Management Practices and Leader Member Exchange Role. *Revista de Cercetare Si Interventie Sociala*, 66. <https://doi.org/10.33788/rcis.66.8>

- Tierney, P., Farmer, S. M., & Graen, G. B. (1999). An Examination of Leadership and Employee Creativity: The Relevance of Traits and Relationships. *Personnel Psychology*, 52(3). <https://doi.org/10.1111/j.1744-6570.1999.tb00173.x>
- Xu, B.-D., Zhao, S.-K., Li, C.-R., & Lin, C.-J. (2017). Authentic Leadership and Employee Creativity: Testing The Multilevel Mediation Model. *Leadership & Organization Development Journal*, 38(3), 482-498. <https://doi.org/10.1108/LODJ-09-2015-0194>
- Yang Y, Xu X, Liu W, & Pang W. (2020). Hope and Creative Self-Efficacy as Sequential Mediators in the Relationship Between Family Socioeconomic Status and Creativity. *Frontiers in Psychology*. <https://doi.org/10.3389/fpsyg.2020.00438>
- Yıkılmaz, İ., & Sürücü, L. (2023). Leader-Member Exchange as A Mediator of The Relationship between Authentic Leadership and Employee Creativity. *Journal of Management & Organization*, 29(1). <https://doi.org/10.1017/jmo.2021.23>
- Yuan, Z., Sun, U. Y., Effinger, A. L., & Zhang, J. (2023). Being on the Same Page Matters: A Meta-Analytic Investigation of Leader-Member Exchange (LMX) agreement. *Journal of Applied Psychology. Advance Online Publication*. <https://doi.org/10.1037/apl0001089>
- Zhou, J., & Hoever, I. J. (2014). Research on Workplace Creativity: A Review and Redirection. In *Annual Review of Organizational Psychology and Organizational Behavior* (Vol. 1). <https://doi.org/10.1146/annurev-orgpsych-031413-091226>