

The Role Of Creative Thinking Skills In Improving Teacher Performance In Secondary Schools

Laith Mohammad Ata Qawaqneh

Assistant professor Saudi Electronic University / Faculty of Preparatory Year

Abstract—This study aimed to identify the impact of creative thinking skills in its dimensions (fluency, originality, sensitivity to problems) on the dependent variable, teacher performance, in its dimensions (cognitive skills, humanitarian skills, Artistic skills) among teachers in secondary schools in Kasbah Ajloun. The researcher used the descriptive and analytical method for its suitability to the nature of the study. The study community consisted of male and female teachers who practice their duties in secondary schools, and they numbered about (1067) teachers. The researcher relied on the questionnaire as a tool for the study, which consisted of (32) questions. (385) questionnaires, i.e. (96%), and the researcher excluded (15) questionnaires because they were not valid for statistical analysis, as the questionnaires subject to analysis amounted to (370) questionnaires, i.e. approximately (92%) out of the distributed questionnaires, and the answers of a sample were analyzed. The study was conducted through the statistical analysis program (SPSS), and by using several statistical methods, most notably multiple linear regression, simple linear regression, and one-way analysis of variance (Anova). The study found several results, most notably: the presence of a statistically significant effect on the creative thinking skills of teachers, as it came within the average level; Where the arithmetic mean of creative thinking skills was (3.95), with a rate of (82.1%), where the sensitivity to problems dimension got the first rank among the creative thinking skills dimensions with a high degree of approval, while the fluency dimension got the last rank among the creative thinking skills dimensions with a medium degree of approval.

Keywords—*Creative thinking skills, teacher performance, secondary schools Ajloun, Jordan.*

1. Introduction

Creative thinking means looking at things in a new way. Perhaps the most appropriate definition for it is: "thinking outside the box (Eragamreddy,2013). Creative thinking in this case includes what is called lateral thinking, or lateral thinking, which is the ability to notice patterns and things that are not clear to the eye. We see, for example, how Sherlock Holmes was able to use this type of thinking in one of his famous

stories, where he was able to realize that the dog's non-barking is an important key to solving a murder (Ülger,2016). Thus, creative people have the ability to find new ways to accomplish the tasks assigned to them, to solve the problems they encounter and the challenges they face, thus bringing a new and unusual perspective to their work. This contributes to the development of institutions and departments within companies to take a more productive turn. This is why creative thinking skills are among the distinguishing features that employers look for (Altahat, et, al,2022). Before you can start thinking creatively about an issue, you must first understand it. This requires the ability to carefully examine all sides of a problem in order to understand what each part means. Whether you are in front of a text, a set of data, a syllabus, or a scientific equation, you should always start by analyzing it before you start thinking of a creative solution to it (Alsafadi & Altahat,2022). In view of the importance of the role of the teacher in educating young people and the necessity of providing scientific basics that support his teaching and educational performance to carry out this task successfully, the evaluation of the teacher's work has occupied its place among the list of topics of educational research and studies, "the teacher represents the basic pillar on which the integrated growth of young people is based in any A community of societies, because the teacher's task is not only limited to teaching the scientific material using a number of educational methods and activities, but rather goes beyond that to be able to follow up the students' learning and development(Siburian,et,al,2019).

2.Theoretical framework

2.1 Creative thinking

Creative thinking refers to using personal abilities and skills to come up with new solutions to problems. Creative thinking skills are techniques used to look at an issue from different and creative angles, using appropriate tools to evaluate it and develop a plan (Turkmen & Sertkahya,2015). Focusing on creativity and innovation is important because most problems may require approaches that have not been created or tried before. It is a highly valued skill to have individually and one that companies always aspire to have in their ranks. After all, the word creativity means a phenomenon in which something new is created (Altahat & Alsafadi,2021). Creative thinking is a skill,

and like any other skill, it needs constant practice to keep it sharp. You need to regularly expose yourself to situations where you need a new idea and surround yourself with like-minded people to achieve that goal (Alsafadi & Altahat,2021).

2.2 Creative thinking techniques

Creative thinking can be stimulated by some widely used techniques (Alsafadi, et, al,2020). These are effective ways to help you come up with new ideas, and test them in new environments. Here are the best creative thinking techniques you can use:

First: brainstorming :This technology can be very useful for small or large-scale problems that require an innovative solution. The main objective is to generate a pool of ideas and select the most appropriate one. The general idea of brainstorming is that by having an excess of creative solutions, it becomes easier to come up with a solution of the highest quality (Almaaitah, et, al.2020).

Second: lateral thinking: Sometimes the answer to the problem is not in front of it, but rather next to it. This is the general idea of lateral thinking, and it's a great way to practice your creative soft skills and come up with innovative plans (AL-Safadi & Almaaitah,2020).

Lateral thinking involves searching in less obvious areas and lines of thinking. It can work well if you and your partners try to put yourselves under different viewpoints or reverse the problem to look at it differently.

Third: Create a mind map: Mind mapping helps you connect and combine ideas you have never imagined. For this reason, it may help you to come up with the right solutions while using your creative thinking skills (Hussein & Çağlar,2019).

A mind map is a diagram in which you enter and relate ideas. It can offer possible solutions to a problem, and be the best course of action. Your mind map can also be a way to see a bigger picture of what you're trying to do (Nawafleh & Alsafadi,2020).

2.3 Key benefits of creative thinking

Developing your creative thinking skills is extremely beneficial for any area of your life. After all, every area needs people who can come up with the best solutions to the day-to-day problems that may arise, and creativity is crucial to doing so. Some of the most important benefits of creative thinking include (Gafour & Gafour,2022):

1. The ability to create the best solutions for daily requirements.
2. Improved problem-solving not only for work-related matters but also those related to your personal life.
3. Increase workplace participation in daily activities and participation.

4. Better understand data – also known as data literacy.

5. Focus on self-improvement as you and your colleagues will develop more skills.

2.4 Creative thinking skills

First: fluency.

It means the ability to generate a large number of alternatives, synonyms, ideas, problems or uses when responding to a specific stimulus, and the speed and ease of generating them. In essence, it is a process of voluntary recall and recall of previously learned information, experiences, or concepts (Suherman & Vidákovich,2022).

Second: flexibility.

It is the ability to generate diverse ideas that are not the type of ideas normally expected, and to direct or divert the course of thinking as the stimulus or the requirements of the situation change. Flexibility is the opposite of mental rigidity, which means adopting predetermined mental patterns that are not subject to change as needed (Hendriyani, et, al,2022).

Third: originality.

Originality is the characteristic most associated with creativity and creative thinking, and originality here means novelty and uniqueness, and it is the common factor among most definitions that focus on creative outcomes as an arbitrator for judging the level of creativity. It is the ability to generate various ideas that are not the type of ideas usually expected, and to direct or divert the course of thinking. With the change of the stimulus or the requirements of the situation. Flexibility is the opposite of mental rigidity, which means adopting predetermined mental patterns that are not subject to change as needed (Suherman & Vidákovich,2022).

Fourth: Ifada.

It means the ability to add new and varied details to an idea or a solution to a problem or a painting that would help in its development, enrichment and implementation (Bahtiar & Ibrahim,2022).

Fifth: sensitivity to problems

It means awareness of the existence of problems, needs, or elements of weakness in the environment or situation. This means that some people are quicker than others to notice and validate the problem in the situation (Silva, et, al,2022).

2.5 Teacher performance

Teacher performance evaluation can be defined as a systematic evaluation process to review and analyze the teacher's role in the classroom, and provide feedback based on evaluation to develop and develop the teacher's profession. Teacher evaluation criteria differ according to the different region in which the teacher works and its laws (Putra, et, al,2022).

Among the most important criteria that are considered when evaluating the performance of the teacher in the classroom are the records kept by the teacher, the daily or weekly lesson plans that the teacher prepares, and it is worth noting that the process of evaluating the performance of the teacher enhances the education process and raises the efficiency of teachers and develops their skills (Rostini, Syam, & Achmad,2022).

2.6 Steps for evaluating teacher performance

1. The evaluator must be appropriate so that the evaluator must remember that education is a participatory process and students are one of its pillars, and the evaluator must make judgments in an unbiased and accurate manner based on evidence of education.

2. Involving education leaders by gathering officials and leaders of the educational process and actively involving them in the process of improving teaching practices, so that the teacher feels that the evaluation process is for assistance and not for criticism.

3. Bypassing the monitoring process the evaluator should follow the conversations that take place between the students and their teacher and note whether the educational atmosphere is pleasant and fun, and consider the result of the students' evaluations and grades.

4. Thinking with the teacher is done through the teacher's evaluator discussing the challenges they face and their weaknesses and strengths to activate the subject of the teacher's self-evaluation, in addition to presenting some recommendations and suggestions about their problems.

5. Sharing best practices, because the evaluator is a teacher with great and wide experience, so he must provide important advice to the teacher, discuss important points with teachers, and present new development plans for their performance.

2.7 The goals of teacher performance evaluation

The teacher performance evaluation process aims to obtain distinguished and skilled teachers in the performance of their educational process, and thus the teachers deliver the complete and understandable information to the students (Fahmi, et, al,2022).

1. Promoting the self-development of each teacher when self-monitoring is from the teacher himself, he will work on self-development without being supervised, and this is what will make him a highly efficient teacher in keeping up with all that is new in education and raising the level of his students in their performance and academic achievement.

2. Determining the set of tasks that the teacher can perform. Evaluation of the teacher's performance works to identify the teacher's strengths and weaknesses, and to identify and develop the tasks

that the teacher can perform to provide students with skills related to the teacher's tasks.

3. Determining teacher development needs the teachers' performance evaluation program works to identify their development needs, because the evaluation provides a clear study on the teacher's performance and shows his weaknesses in teaching performance.

4. Improving the teacher's performance, the teacher's evaluation improves his performance because the evaluation provides the teacher with observations that he must avoid and urges him to continue his progress in the points he is good at dealing with.

5. Determining the teacher's current status, the teacher's performance evaluation process provides an explanatory statement about the teacher's educational status and how he performs, and sets a certain evaluation score for him that shows the teacher's current status in relation to other teachers.

2.8 Fields of teacher evaluation

The multiplicity of areas of teacher evaluation comes as a result of the multiplicity of basic skills that must be available to him, and these skills are (Susiloningsih, et, al,2022):

1. Cognitive skills

It is the outcome of the information and ideas that the teacher generated through his years of qualification as a teacher or through his years of teaching work. This outcome is related to the characteristics and objectives of the school in which he works, the means and channels of communication, the information system and the facts related to how work is conducted, developed and evaluated (Dunning, et, al,2022).

2. humanitarian skills

They are those skills that are related to understanding how to deal with different types of human relations. The school represents a social fabric, including colleagues, students and their families, which in turn belong to multiple segments of society, in addition to the students' relationships with each other, and all of this represents the school milieu (El-Khani, et, al,2022).

3. Artistic skills

It is that experience that the teacher possesses and appears in the teaching performance he performs in the classroom, such as proper planning skills for the lesson, optimal use of educational aids, good organization of school activities, and others (Yunusovna,2022).

This research dealt with the role of creative thinking skills in improving teacher performance in secondary schools, referring to what was previously mentioned in the theoretical framework of this research and the existing variables, as well as what will be discussed in this research (Figure 1).



Figure 1: Study model and variables

In light of the existing literature and the studies discussed above, this research paper hypothesizes the following:

There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$) for creative thinking skills in its dimensions (fluency, originality, sensitivity to problems) in improving teacher performance in its dimensions (cognitive skills, human skills, technical skills) in secondary schools.

The first sub-hypothesis: There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$) for fluency on teacher performance with all its dimensions combined in secondary schools.

The second sub-hypothesis: There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$) for originality on teacher performance with all its dimensions combined in secondary schools.

The third sub-hypothesis: There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$) for sensitivity to problems on teacher performance with all its dimensions combined in secondary schools.

3. Methodology

This current study is a causal study of a quantitative nature, where the researcher used the descriptive analytical approach to suit the nature of the study, as it relies on studying the phenomenon as it is in reality and describing it accurately, then analyzing the correlation relationships that exist between the variables.

3.1 Study population

The study population consisted of all male and female teachers working in secondary schools in Kasbah Ajloun, who perform their tasks at secondary schools, and they numbered about (1067) male and female teachers.

3.2 Data collection

The researcher drew a simple random sample from the study population, where the size of the sample drawn depended on the size of the total population, and the margin of error allowed in this study, which is (0.05) according to the table for determining the size of the required samples (Uma Sekaran), where the researcher By distributing (400) questionnaires to the study sample, (385) questionnaires were retrieved, i.e. (96%), and the researcher excluded (15) questionnaires because of their inadequacy and lack of validity for statistical analysis, as the questionnaires subject to statistical analysis amounted to (370)

questionnaires, i.e. Almost (92%) of the distributed questionnaires.

3.3 Reliability and validity

Whereas, the values of the Cronbach alpha internal consistency coefficient for all dimensions of the paragraphs of the study tool (questionnaire) ranged between (0.74-0.87), as the minimum stability coefficient is (0.70), and stability is considered good whenever the coefficient values are (0.80) or more. And the stability is considered weak if the coefficient values are less than (0.60), and as indicated by ((Sekaran and Bougie, 2016). Therefore, the values contained in the previous table are an indication of the stability of the study tool, the consistency between its paragraphs, its reliability, and the possibility of relying on it to conduct the statistical analysis.

Domains	Dimension	The number of paragraphs	internal consistency
creative thinking skills	Fluency	5	0.82
	Originality	5	0.87
	sensitivity to problems	5	0.85
creative thinking skills		15	0.84
teacher performance	Cognitive skills	5	0.78
	humanitarian skills	6	0.74
	Artistic skills	6	0.80
teacher performance		17	0.82

Table (1): Cronbach's internal consistency coefficient alpha

3.4 Measurement

Where the five-point Likert scale was adopted to correct the study tools, and Table (3-3) shows this. The following scale was adopted for the purposes of analyzing the results: from 1.00 - less than 2.34 (low degree of agreement), from 2.34 - less than 3.68 (medium degree of agreement), and from 3.68 - 5.00 (high degree of agreement).

Strongly Agree	Agree	Moderately agree	Disagree	Strongly Disagree
5	4	3	2	1

Table (2): Five-point Likert scale

3.5 The values of the arithmetic means and standard deviations of the independent variable related to creative thinking skills.

Arithmetic means and standard deviations were extracted for the answers of the study sample on

creative thinking skills, as shown in the Table(3), as the creative thinking skills came with a general arithmetic mean of (3.95) and a standard deviation of (0.821) and a medium relative importance, the sensitivity to problems dimension came in the first place with an arithmetic mean It has a value of (4.05) and a standard deviation of (0.860) and a high relative importance, then it was followed by the originality dimension with an arithmetic mean of (3.90) and a standard deviation of (0.883) and a medium relative importance, then the fluency dimension came in the last place with an arithmetic mean of (3.85). With a standard deviation (0.892) and a mean relative importance. Through this, these results indicate that creative thinking builds confidence in giving ideas and starting to engage and contribute to groups and work in general. When creative thinking is used in a creative way to solve an issue, it increases confidence in providing assistance and ideas.

Number	Dimension	Arithmetic mean	standard deviation	Rank	Relative importance
1.	Fluency	0.892	3.85	3	Medium
2.	Originality	0.883	3.90	2	Medium
3.	sensitivity to problems	0.860	4.05	1	High
	creative thinking skills	0.821	3.95		Medium

Table (3): Arithmetic means and standard deviations related to creative thinking skills

3.6 The values of the arithmetic mean and standard deviations of the dependent variable related to the teacher's performance

Arithmetic means and standard deviations were extracted for the answers of the study sample on the dependent variable, the teacher's performance with its dimensions combined, as the teacher's performance came with a general arithmetic mean of (3.80), a standard deviation of (0.887), and an average relative importance, as the order of its dimensions came in descending order as follows: shown in the table(4).

Number	Dimension	Arithmetic mean	standard deviation	Rank	Relative importance
1.	Cognitive skills	0.889	3.26	3	Medium
2.	humanitarian skills	0.871	3.85	2	Medium
3.	Artistic skills	0.882	4.03	1	High
	teacher's performance	0.887	3.80		Medium

Table (4): Arithmetic means and standard deviations related to teacher's performance

3.7 Hypothesis testing

There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$) for creative thinking skills in its dimensions (fluency, originality, sensitivity to problems) in improving teacher performance in its dimensions (cognitive skills, human skills, technical skills) in secondary schools.

Multiple regression analysis was used, and the results were as follows. Table (5) shows that there is a statistically significant effect at the significance level ($\alpha \leq 0.05$) of creative thinking skills in improving teacher performance.

The value of the correlation coefficient (R) was (-0.694), which is a statistically significant value and indicates the degree of a statistically significant correlation between creative thinking skills and teacher performance, and the value of (R-square) was (0.453), which is a statistically significant value that explains the impact of creative thinking skills in their combined dimensions on the performance of the teacher, in the sense that creative thinking skills explain the value of (45.3%) of the change in improving the performance of the teacher, and the value of the test (F) was (35.521) with a statistical significance (0.00), which is a statistically significant value indicating that there is a discrepancy in the ability and impact of skills Creative thinking continues to influence teacher performance.

Coefficient					ANOVA			Model summary		dependent variable
Sig.t	t	standard error	β	Dimension	Sig.F	DF	F	R ²	R	
0.048	1.911	0.051	0.097-	Fluency	.00.	4	35.521	0.453	0.694	teacher's performance
0.047	2.512	0.046	0.121	Originality						
0.001	3.112	0.046	0.335-	sensitivity to problems						

Table (5): Multiple linear regression equation to study the impact of creative thinking skills on teacher performance

The first sub-hypothesis: There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$)

for fluency on teacher performance with all its dimensions combined in secondary schools.

The results Table (6) shows that indicated that there was a statistically significant effect of the fluency dimension on the performance of the teacher with its dimensions combined (cognitive skills, human skills, and technical skills), where the correlation coefficient was (($R=0.341$), which indicates that there is a statistically significant correlation between the independent variable after fluency, and the variable The dependent is the performance of the teacher, and

it was shown that the value of the coefficient of determination ($R^2 = 0.098$), which indicates that the dimension of fluency explained 95% of the variation in improving the performance of the teacher, while the remainder is due to other variables that were not included in the model. The value of ($F = 34.200$) at a confidence level equal to ($\text{sig} = 0.046$), and this confirms the significance of the regression at the level of significance of ($\alpha \leq 0.05$).

Coefficient					ANOVA			Model summary		dependent variable
Sig.t	t	standard error	β	Dimension	Sig.F	DF	F	R^2	R	
.0.004	2.515	.046	.0.87	Fluency	.000	1	34.200	.0.95	0.341	teacher's performance

Table (6): The results of the simple linear regression of the effect of the fluency dimension on the teacher's performance in all its dimensions combined

The second sub-hypothesis: There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$) for originality on teacher performance with all its dimensions combined in secondary schools.

The results Table (7) shows that indicated that there was a statistically significant effect of the dimension of originality on the performance of the teacher, as the correlation coefficient was (($R = 0.310$), which indicates the existence of a statistically significant correlation between the independent

variable, the dimension of originality, and the dependent variable, the performance of the teacher. It was shown that the value of the determination coefficient ($R^2 = 0.161$), which indicates that the dimension of originality explains (16.1%) of the variance in the teacher's performance, while the remainder is due to other variables that were not included in the model, and the value of ($F = 26.112$) at a confidence level equal to ($\text{sig} = 0.000$). and this confirms the significant regression at the significance level ($\alpha \leq 0.05$).

Coefficient					ANOVA			Model summary		dependent variable
Sig.t	t	standard error	β	Dimension	Sig.F	DF	F	R^2	R	
.000	4.888	.061	0.272	originality	.000	1	26.112	.161	.310	teacher's performance

Table (7): The results of the simple linear regression of the effect of the originality dimension on the teacher's performance in all its dimensions combined

The third sub-hypothesis: There is no statistically significant effect at the level of significance ($\alpha \leq 0.05$) for sensitivity to problems on teacher performance with all its dimensions combined in secondary schools.

The results Table (8) shows that indicate that there is a statistically significant effect of the dimension of sensitivity to problems on the performance of the teacher, as the correlation coefficient was ($R = 0.441$, which indicates the existence of a statistically significant correlation between the independent variable dimension of sensitivity to problems, and the

dependent variable, the performance of the teacher. It was shown that the value of the coefficient The determination ($R^2 = 0.191$), which indicates that the dimension of sensitivity towards problems explains (19.1%) of the variation in the performance of the teacher, while the remainder is due to other variables that were not included in the model, and the value ($F = 50.121$) at the level of Confidence equal to ($\text{sig} = 0.000$), and this confirms the significance of the regression at the significance level $0.05 > (\alpha$.

Coefficient					ANOVA			Model summary		dependent variable
Sig.t	t	standard error	β	Dimension	Sig.F	DF	F	R^2	R	
.000	7.100	.059	0.521	sensitivity to problems	.000	1	21.511	.191	.441	teacher's performance

Table (8): The results of the simple linear regression of the effect of the sensitivity to problems dimension on the teacher's performance in all its dimensions combined

4. Discussion

The results related to the independent variable, which is creative thinking skills, were within the average level. Where the arithmetic mean of creative thinking skills was (3.95) with a standard deviation of (0.821), where the sensitivity to problems dimension ranked first among the dimensions of creative thinking skills with a high degree of approval, while the originality dimension ranked second with a medium degree of approval, while the dimension Fluency is on the last order among the dimensions of creative thinking skills, with a medium degree of agreement.

The results related to the dependent variable, which is the teacher's performance, were within the average level. Where the arithmetic mean of the teacher's performance was (3.80) with a standard deviation of (0.887), where the Artistic skills dimension ranked first among the teacher's performance dimensions with a high degree of approval, while the humanitarian skills dimension ranked second with a medium degree of approval, while the cognitive skills dimension got Ranked third, with a medium degree of approval.

References

- Almaaitah, M. F., Alsafadi, Y., Altahat, S. M., & Yousfi, A. M. (2020). The effect of talent management on organizational performance improvement: The mediating role of organizational commitment. *Management Science Letters*, 10, 2937-2944. <https://doi.org/10.5267/j.msl.2020.4.012>
- Alsafadi, Y., Altahat, S. (2021). Human resource management practices and employee performance: the role of job satisfaction. *Journal of Asian Finance, Economics and Business*, 8(1).
- Alsafadi, Y., Aljawarneh, N., Çağlar, D., Bayram, P & Zoubi, K. (2020). The mediating impact of entrepreneurs among administrative entrepreneurship, imitative entrepreneurship and acquisitive entrepreneurship on creativity. *Management Science Letters*, 10(15), 3571-3576.
- Alsafadi Y., Altahat S. (2022) How ethical leadership and incivility tolerance affect intention to sabotage at Jordanian universities? *Organizacionnaâ psihologiâ (Organizational Psychology)*, vol. 12, no 3, pp. 9-26.
- AL-Safadi, Y., Almaaitah, M. F. (2020). The Role of Customer Relationship Management (CRM) in Improving Customer services: An Empirical Study in Cairo Amman Bank, *Asian Journal of Social Science and Management Technology*, Issue 2, ISSN: 2313-7410.
- Altahat, S. & Alsafadi, Y., Gazan, A (2022). Evaluating the Jordanian University Graduates' Entrepreneurship Skills. *International Journal of Business Innovation and Research* DOI: 10.1504/IJBIR.2021.10043832.
- Altahat, S. & Alsafadi, Y. (2021). The mediating role of creativity in the influence of the entrepreneurial mindset on corporate entrepreneurship', *International Journal of Innovation, Creativity and Change*, 15 (4).767-783.
- Bahtiar, B., & Ibrahim, I. (2022, January). The science literacy profile based on students' creative thinking skill in the time of COVID-19 pandemic using blended learning. In *International Conference on Madrasah Reform 2021 (ICMR 2021)* (pp. 102-110). Atlantis Press.
- Dunning, D., Tudor, K., Radley, L., Dalrymple, N., Funk, J., Vainre, M., & Dalgleish, T. (2022). Do mindfulness-based programmes improve the cognitive skills, behaviour and mental health of children and adolescents? An updated meta-analysis of randomised controlled trials. *BMJ Ment Health*, 25(3), 135-142.
- El-Khani, A., Calam, R., Haar, K., & Maalouf, W. (2022). Bridging the Gap between the Pressing Need for Family Skills Programmes in Humanitarian Settings and Implementation. *International Journal of Environmental Research and Public Health*, 19(4), 2181.
- Eragamreddy, N. (2013). Teaching creative thinking skills. *International Journal of english language & translation studies*, 1(2), 124-145
- Fahmi, P., Saluy, A. B., Safitri, E., Rivaldo, Y., & Endri, E. (2022). Work Stress Mediates Motivation and Discipline on Teacher Performance: Evidence Work from Home Policy. *Journal of Educational and Social Research*, 12(3), 80-80.
- Gafour, O. W., & Gafour, W. A. (2020). Creative thinking skills—A review article. *Journal of Education and e-Learning*, 4(1), 44-58.
- Hendriyani, M. E., Rifqiawati, I., & Lestari, D. (2022). Online learning videos to develop creative thinking skills of students. *Research and Development in Education (RaDEn)*, 2(2), 67-75.
- Hussein, Y., & Çağlar, D. (2019). The effect of high involvement work systems on organizational performance: The mediating role of knowledge-based capital. *Management Science Letters*, 9(9), 1361-1372.
- Nawafleh, A., & Alsafadi, Y. (2020). The effect of a high-commitment work system on improves organization citizenship behavior: An empirical study in Zain Telecom company in Jordan. *Asian Journal of Social Science and Management Technology*, 2(4), 195-217.
- Putra, S. D., Borman, R. I., & Arifin, G. H. (2022). Assessment of Teacher Performance in SMK Informatika Bina Generasi using Electronic-Based Rating Scale and Weighted Product Methods to Determine the Best Teacher Performance. *International Journal of Informatics*,

Economics, Management and Science (IJEMS), 1(1), 55-62.

Rostini, D., Syam, R. Z. A., & Achmad, W. (2022). The Significance of Principal Management on Teacher Performance and Quality of Learning. *Al-Ishlah: Jurnal Pendidikan*, 14(2), 2513-2520.

Siburian, J., Corebima, A. D., & Saptasari, M. (2019). The correlation between critical and creative thinking skills on cognitive learning results. *Eurasian Journal of Educational Research*, 19(81), 99-114.

Silva, H., Lopes, J., Dominguez, C., & Morais, E. (2022). Lecture, Cooperative Learning and Concept Mapping: Any Differences on Critical and Creative Thinking Development?. *International Journal of Instruction*, 15(1), 765-780.

Suherman, S., & Vidákovich, T. (2022). Assessment of mathematical creative thinking: A systematic review. *Thinking Skills and Creativity*, 44, 101019.

Susiloningsih, E., Hendrajaya, H., Luturmas, Y., Akbar, M., & Suroso, A. (2023). The Analysis Effect of Organizational Communication and Self Development Program on Teacher Performance. *Journal on Education*, 5(4), 14181-14186.

Turkmen, H., & Sertkahya, M. (2015). Creative thinking skills analyzes of vocational high school students. *Journal of Educational and Instructional Studies in the World*, 5(10), 74-84.

Ülger, K. (2016). The relationship between creative thinking and critical thinking skills of students. *Hacettepe Universitesi Egitim Fakultesi Dergisi-Hacettepe University Journal of Education*, 31.

Yunusovna, Y. S. (2022). METHODOLOGY OF FORMATION OF GRAPHIC SKILLS IN PRIMARY SCHOOL STUDENTS. *EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE*, 2(4), 129-133.