

THE INFLUENCE OF PROFESSIONAL COMPETENCE AND TEACHER CREATIVITY ON THE PERFORMANCE OF ELEMENTARY SCHOOL TEACHERS IN KLAKAH DISTRICT

Selvi Nur Lailiyah^{1a*}, Singgih Bektiarso^{2b}, Ridho Alfarisi^{3c}

^{1,2,3}Program Studi Magister Pendidikan Dasar, Universitas Negeri Jember, Indonesia

Lelinur091@gmail.com

(*) Corresponding Author

Lelinur091@gmail.com

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ABSTRACT

This study aims to determine the influence of professional competence and teacher creativity on the performance of elementary school teachers in Klakah District. The design used is descriptive correlational. The sample contains 150 teachers selected through proportional random sampling technique. Data was collected through questionnaires and analyzed using multiple linear regression after fulfilling the classical assumption test. The research results show that professional competence and teacher creativity together have a positive effect on teacher performance. The coefficient of determination (R^2) value of 0.413 indicates that professional competence and teacher creativity together explain 41.3% of the variation in teacher performance. These results reinforce the crucial importance of developing professional competence and teacher creativity in efforts to improve the quality of educator performance in elementary schools.

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INTRODUCTIONS

Education needs to focus on teacher competence, one of which is the professional competence that has been formulated in PP No. 74 of 2008. Teachers need to improve their professional competence because it will have a positive impact on their performance. The success of learning is decided by the teacher's performance when preparing his students with teaching and learning activities (Susanto, 2019). Teachers who hold an important role as facilitators, motivators, and stimulators who have great responsibility in the implementation of learning programs need to pay attention to their performance. Therefore, the teacher's performance has a great impact on the student's learning outcomes so it needs to be maintained and improved (Angelina, 2021).

One of the phenomena that occurred in Klakah sub-district was the decline in teacher performance. Based on the facts in the field that the teacher's performance found a setback from the results of the summary of the teacher's performance evaluation (PK) written on the instrument reporting document used by the principal of the primary school in Klakah sub-district. Conversion of PK Teacher value in a scale of 1 to 100 according to the Ministry of PAN & RM for the evaluation period from January 1 to December 31, which is 75 with the predicate sufficient. Performance

evaluation based on Permendikbud No. 15 of 2018 for the period 1 January 2023 to 31 December 2023 which is 80.36 with a good predicate. While the performance evaluation is based on Directorate General GTK no. 4242/B.B1/HK.03.01/2024 period January 1, 2024 to December 31, 2024 which is 78.57 with sufficient predicate. It can be concluded that there will be a decline in teacher performance in 2024. The researcher estimates that the things that have an impact on the decline in teacher performance are due to the lack of professional competence and teacher creativity when teaching.

The teacher's ability when organizing learning, which is shown by the level and learning outcomes of students, is called teacher performance. Teacher performance can provide support and impact to students so that learning goals can be achieved as expected (Muspawi, 2021). Teacher performance is the acquisition of a teacher's job that is consistent with his duties and responsibilities (Munawir et al., 2022). Teacher performance is very important for the success of student learning. Teacher performance can be affected by internal and external factors. Internal factors include motivation, responsibility, discipline, concern for students, and job satisfaction. In addition, there are several external factors that affect teacher performance, such as leadership style, work environment, IT and communication facilities, and the condition of school buildings (Sancoko & Sugiarti, 2022).

Teacher competence is the skills, knowledge, and attitude that a teacher must possess in order to be able to perform his duties effectively. This competence has a direct effect on the quality of learning delivered and has an impact on student learning outcomes (Munawir et al., 2022). According to some experts, teacher competence contains 4 crucial aspects, including pedagogical, professional, personality, and social competence. Pedagogical competence is related to the ability to manage learning, professional competence involves handling material, personality competence reflects integrity and exemplary, while social competence is related to good interaction and communication. All these aspects play an important role in supporting the effectiveness of the learning process in the classroom (Hikmah et al., 2023). Good teacher competence also encourages a spirit of collaboration, a sense of mutual respect, and a healthy work atmosphere, which is much needed for long-term success in various professional fields (Bakri et al., 2023). A competency that teachers must possess is professional competency. Professional competence is both theoretical and practical skills (Ilyas, 2022).

Creativity is an important aspect in the teaching profession because it supports the creation of attractive, effective, and valuable learning for students. Teacher creativity is the way teachers produce new ideas so that their students become creative (Mahmud et al., 2022). The creativity of teachers in teaching can make the learning material more contextual and meaningful for students, thus improving the quality of learning. In addition, teacher creativity provides long-term benefits, such as increasing students' interest and motivation to learn, which has a positive impact on their involvement in the learning process. Another positive impact is the development of critical thinking skills, which are vital in meeting various challenges in a world that continues to grow and change (Mettatirtha et al., 2023). Teacher creativity is needed to implement creative teaching processes in order to grow students' interest in learning (Anderson et al., 2022).

Several previous researchers have conducted studies on professional competence and teacher creativity in terms of its influence on teacher performance. The results of Sari & Azizah's research (2023) prove that creativity has a significant influence on teacher performance. On the other hand, the findings of Ratnasari et al. (2021) showed that creativity has no effect on teacher performance. The findings of Nabela et al. (2021) and Sipahutar (2024) show that professional competence has an influence on teacher performance. The findings of Nurnaningsih & Sunarto (2022) prove that professional competence has no effect on performance. According to the description, it was decided that the variable of professional competence, teacher creativity, as well as its influence on teacher performance still needs to be studied further because there are variations in research findings from the method, population, sample, conclusion, and recommendation side.

Based on the above problems, efforts are needed to improve teacher performance by increasing the professional competence and creativity of teachers. Teachers who must have professional competence and creativity

become an attractive and crucial thing to be studied more deeply by researchers to understand how much influence it has on teacher performance.

METHOD

This study uses a correlational descriptive approach. This approach was chosen to measure the relationship between the researched variables, namely teacher creativity, professional competence, and teacher performance. The descriptive method is used to describe the data obtained systematically, while the correlational method is used to find how far the influence between variables is (Priadana & Sunarsi, 2021). The population in this research is elementary school teachers in Klakah District as many as 187 ASN teachers and 68 non-ASN teachers. Sampling applies the proportional random sampling technique. Arikunto (2006) stated that if the subject is large ie > 100 people then the sample can be selected between 10 - 15% or 20 - 25% or more. Therefore, the sample that will be used in the study is 150 people with the method of taking the subject, which is 59% of the total number of 255 elementary school teachers in Klakah District.

Data collection is done through a questionnaire instrument in the form of a Likert scale and distributed through google forms. There are three types of questionnaire variables that are used, namely the professional competence questionnaire, the teacher's creativity questionnaire and the teacher's performance questionnaire. Before being used in research, the instrument was tested for validity and reliability. The results of the validity test have a value of $r_{count} > r_{table}$ (0.444), so it can be concluded that all items are declared valid. As a result of the reliability test, all research variables have a Cronbach's Alpha value > 0.70, which means that all instruments in the research are reliable.

Data analysis begins with prerequisite tests that include normality tests, multicollinearity tests and heteroscedasticity tests. Then, hypothesis testing is carried out using the multiple regression test of analysis which is used to see the impact of two or more independent variables on the dependent variable (Santoso, 2012). Regression analysis was used to find out the extent of the influence of independent variables namely: Channel Integration Quality (X1), Social Media Marketing (X2), and Customer Experience (X3) on the dependent variable namely Customer Engagement (Y1). In multiple regression there is a general form of the multiple regression equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

With Description:

Y = Dependent variable / Customer Engagement (Y1)

α = Constant

β = Regression coefficient

X = Independent variable / Channel Integration Quality (X1), Social Media Marketing (X2), and Customer Experience (X3)

RESULTS AND DISCUSSION

Descriptive Analysis

The step to find out the impact of two or more independent variables on the dependent variable is done with multiple linear regression. The main condition before the analysis is done, it is mandatory to achieve the classical assumption. The following are the results of the normality test, multicollinearity test and heteroscedasticity test in this research.

Table 1. Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N			150
Test Statistic			0.070
Asymp. Sig. (2-tailed) ^c			0.072
Monte Carlo Sig. (2-tailed) ^d			0.073
	99% Confidence Interval	Lower Bound	0.066
		Upper Bound	0.079

The table shows that the value in the column Asymp. Sig. (2-tailed) is as much as 0.072 (> 0.05). According to the basis of decision-making, it can be concluded that the data of this research is normally distributed. Next is the data multicollinearity test.

Table 2. Data Multicollinearity Test Results

Model	Collinearity Statistics	
	Tolerance	VIF
X1	0,611	1,638
X2	0,611	1,638

Based on the table of findings, it was found that the VIF value of variables (X1) and (X2) is $1,638 < 10$ and the Tolerance value is $0,611 > 0,1$. All VIF values < 10 , which shows the absence of symptoms of multicollinearity. Next is the data heteroskedasticity test.

Table 3. Heteroskedasticity Test Results

	Model	t	Sig.
1	(Constant)	6.204	.000
	X1	-1.164	.246
	X2	-1.969	.051

Based on table 3, it was found that variables (X1) and (X2) obtained Sig values. > 0.05 means there is no sign of Heteroskedasticity in the research data. After the three classical assumptions are fulfilled, the hypothesis test is then carried out. This test involves several statistical analyses, namely, the F test to measure the influence of variables simultaneously, multiple linear regression analysis to find out the direction and influence of the independent variable on the dependent variable, and (R^2) to see the extent of the contribution of the independent variable in explaining the dependent variable. Based on the data, it was concluded that hypothesis 1 and hypothesis 2 were accepted.

Table 4. F Test Results

Model	F Hitung	Sig.	Keterangan
Regresi	51,752	0,000	Signifikan

The results of the F test show a calculated F value of 51,752 with a sig value of 0,000 ($< 0,05$), so it can be interpreted that H3 testing is accepted which means professional competence, teacher creativity has a simultaneous effect on

teacher performance. From the findings above, it can be concluded that the model is accepted and all independent variables simultaneously have a significant impact on the dependent variable.

Influence Analysis

This analysis is used to determine the simultaneous relationship between two or more independent variables to the dependent variable, as well as to form a regression equation model that can be used to predict the value of the dependent variable. In this study, multiple linear regression was used to find out the influence of professional competence (X_1) and teacher creativity (X_2) on teacher performance (Y). The following are the findings from the multiple linear regression analysis.

Table 6. Results of Multiple Linear Regression Analysis

Model	Unstandardized Coefficient	Standardized Coefficient	T hitung	Sig.
Constant	22,166		4,335	0,000
Kompetensi profesional	0,223	0,221	2,734	0,007
Kreatifitas Guru	0,539	0,481	5,951	0,000

Based on the findings above, the regression equation is obtained as follows:

$$Y = 22.166 + 0.223X_1 + 0.539X_2$$

A fixed value of 22,166 shows that if the teacher's professional competence and creativity are zero, then teacher performance is predicted as 22,166. The regression coefficient of 0.223 on X_1 (professional competence) shows that every 1 unit increase in professional competence will increase teacher performance by 0.223. The regression coefficient of 0.539 on X_2 (teacher creativity) means that every increase of 1 unit of teacher creativity will increase teacher performance by 0.539. Both variables contribute positively to teacher performance, which is confirmed by the sig value. < 0.05 .

The coefficient of determination is used to measure how far the ability of the independent variable in explaining the variation of the dependent variable. This value is indicated by R Square (R^2).

Table 7. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0,643	0,413	0,405	8,781

The R Square value of 0.413 shows that 41.3% of the variation in teacher performance (Y) can be explained by professional competence (X_1) and teacher creativity (X_2) together. Meanwhile, as much as 58.7% is explained by other factors outside the model. Thus, the regression model has a strong explanatory power for the dependent variable.

Discussion

This discussion refers to the findings of previous data analysis. This finding shows that the professional competence and creativity of teachers influence the performance of teachers in Klakah District Elementary School, either partially or simultaneously. Statistically, the t-test shows that each independent variable has an influence on

teacher performance, and the F-test confirms that both are also influential simultaneously. The multiple linear regression equation and the value of the coefficient of determination (0.413) show that the combination of the two independent variables can explain 41.3% of the variation in teacher performance.

This result is consistent with the competency theory from Spencer and Spencer in Anthony et al. (2022) who revealed that professional competence is a combination of skills, knowledge, and attitudes that directly affect individual performance in a job. The teacher's professional competence includes mastery of the subject matter, understanding of the curriculum, as well as adequate pedagogical skills. Teachers who have strong professional competence will be able to plan, realize and evaluate learning effectively, which ultimately has an impact on improving school performance.

Meanwhile, teacher creativity is also proven to make a significant contribution to performance. This finding supports the views of Munandar in Ganna et al. (2025) that creativity is the ability to generate new ideas that are useful in solving problems. In the context of education, creative teachers will be able to present interesting learning, utilize media in an innovative way, and adapt teaching methods to the needs of students. Thus, creativity is not only a complement, but also a determining factor in the overall quality of teacher performance.

This finding is reinforced by previous findings that show that competence and creativity are two crucial factors that shape teacher performance. The research of Nainggolan et al. (2024) asserted that teachers' professional competence has an influence on teaching performance and class management. Meanwhile, Efendi & Sholeh (2023) found that teacher creativity plays an important role in increasing the effectiveness of learning and student learning satisfaction, which ultimately has an impact on the evaluation of teacher performance. Based on that, the findings of this research not only strengthen the existing theory, but also confirm that investment in improving the competence and creativity of teachers is a strategic step in efforts to improve the quality of education in primary schools.

Thus, this research confirms that in order to improve teacher performance, a balanced attention to the aspects of competence and creativity is needed. It is not enough for teachers to only master the theory and teaching techniques, but must also have the ability to innovate and adapt to the dynamics of learning in the modern era. This finding is expected to be a foundation for education policy makers when planning a more comprehensive and sustainable teacher development agenda.

CONCLUSION

Based on the results of the analysis and discussions that have been carried out, it can be concluded that the professional competence and creativity of teachers influence the performance of elementary school teachers in Klakah District. The findings of the t test show that both the professional competence and the creativity of the teachers have a partial positive influence on the performance of the teachers. The findings of the F test show that both of them simultaneously influence the teacher's performance. The coefficient of determination value of 41.3% indicates that the variables of professional competence and teacher creativity together are able to explain 41.3% of the variation in teacher performance, while the rest is influenced by other factors outside the model. So, increasing the professional competence and creativity of teachers is a crucial factor that must be observed in efforts to improve the performance of teachers as a whole

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