

## **The Influence of Creativity and Competence on Teacher's Performance**

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**Abstract:** The purpose of this study was to examine the influence of creativity and competence on the performance of Early Childhood Teachers in Lubuk Besar District, Central Bangka Regency. The sample size taken was 53 early childhood education program (PAUD) teachers in Lubuk Besar District, Central Bangka Regency. The sampling technique was purposive sampling, namely, where the respondents who were taken were some PAUD teachers in Lubuk Besar District, Central Bangka Regency. Data collection was carried out by distributing questionnaires using a 5-point Likert scale to measure 90 statement items. The analysis technique used is multiple linear regression analysis. The results of the study show that there is an influence of teacher creativity on teacher performance. Second, there is an influence of teacher competence on teacher performance. Second, there is a simultaneous influence of teacher creativity and teacher competence on teacher performance.

**Keywords:** Competence, Creativity, Performance

### **A. Introduction**

When it comes to developing human resources and putting development into practice, education is crucial. From elementary through middle to high school, education can be used to develop human resources. Realizing the nation's capacity to resist any teachings, understandings, or ideologies at odds with Pancasila is embodied in the goal of national education. This indicates that the attainment of national education goals is the aim of educational procedures and programs at all levels and kinds of education.

Organizations must adapt more quickly to survive in the increasingly competitive and complicated changing organizational environment. Individual change is the most crucial component of organizational change, whether it is planned or unplanned. Being a teacher involves a certain set of skills and abilities from lecturers. Laws govern and control the credentials and abilities of lecturers, just like they do

for doctors and other professions. Law Number 14 of 2005 Concerning Teachers and Lecturers contains detailed regulations on it. This law explains that lecturers must meet the standards set forth by the higher education institution where they work, possess the academic credentials, competencies, and educational certificates, as well as be in good physical and spiritual health, and be able to fulfill the national education goals.

The “Qualifications and Competencies” are the absolute prerequisites for a teacher. This is the primary issue in several areas: competencies may “still need to be added” even though credentials are met. If we look at objectivity, we may see that some teachers, like one at a particular school, “lack ownership, appreciation and mastery” in addition to lacking interests outside of work and lacking enthusiasm for what they do. This implies that teaching is not a vocation that a person is passionate about; rather, it is only a job and a means of subsistence.

The teaching profession is one that one can choose, and to satisfy the teacher competency criteria necessary to run Indonesian schools, one must fulfill certain requirements set forth by the government. A teacher needs to meet certain requirements to carry out the educational process, such as competency. You will be able to do your primary actions as an educator and fulfill your obligations using the competencies you possess. Planning, carrying out, and assessing the outcomes of the learning process are necessary skills for developing human resources in the form of students. The results will not be optimal in line with the direction of national education to produce excellent human resources if the teaching process is not supported by the teacher’s capacity to control the teaching process.

The key to developing and enhancing human resources for implementing development in Indonesia is a teacher’s competency. A teacher feels satisfied when their school produces high-quality outcomes, which indicates that the plan, procedure, and assessment were successful. Creativity in the classroom is a component of a system that is inextricably linked to education and teachers. In addition to covering one component of the human self, such as cognitive, psychomotor, and affective aspects, the function of teacher creativity encompasses other facets of the human self as well. Generally speaking, the primary purpose of teachers’ creativity is to aid in the timely and effective completion of their work. The following are some reasons why teacher creativity is important for learning: (1) It helps students absorb information more thoroughly; (2) It encourages students to observe and analyze societal or natural phenomena more scientifically; and (3) Teacher creativity products will encourage student creativity.

Generally speaking, creativity is characterized as a way of thinking or coming up with ideas on the spur of the moment and using imagination; this is what makes creative creations, scientific discoveries, and technological inventions unique. Novel

outcomes are a sign of creativity, regardless of whether they are entirely original to the person or the scientific or cultural community. According to Munandar (2004), "Creativity is the ability to change and enrich the world with discoveries in the fields of technology, art, and discoveries in other fields."

"Teachers are professional educators who educate, teach, guide, direct, train, assess and evaluate students in early childhood education in formal education, basic education, and secondary education," states Law No. 14 of 2005, regulating teachers and lecturers, Article 1 Paragraph (1). Munandar (2004) defines creativity as the capacity of an individual to generate something novel or inventive that did not exist before or to find solutions to novel issues. In the meantime, a teacher's creativity is their capacity to invent new teaching strategies that will provide variety and inspire pupils to be more engaged and imaginative (Oktavia, 2014).

When done correctly, teaching may be essentially described as creative. Teaching effectively and creatively in environments that support it is the secret to successful creative development. To get the desired results, this is not an easy task and calls for proficiency and inventiveness in learning activities. According to Perdamean (2009), adaptable, upbeat, courteous, agile, amusing, motivating, gentle, disciplined, responsive, and empathic are traits of creative teachers.

Both internal (psychology and genetics) and exterior (social and cultural environment) elements might affect a teacher's creativity. Internal factors are fundamental to the human condition; within each person is the desire to improve upon their previous state of affairs and align their actions with their capacity for self-actualization. Similar to this, a teacher who is performing the obligations of an educational implementer undoubtedly wishes to advance and improve in quality. In the meantime, he is influenced by outside forces in his immediate surroundings, specifically the social environment (or living conditions) in which he engages with others.

The majority of the PAUD teachers in the Lubuk Besar sub-district are not as creative when it comes to making educational media or props, which is a phenomenon in the field based on the author's observations of PAUD teachers in the sub-district. There is still a deficiency of media or educational teaching aids in schools. Instructors only concentrate on teaching listing and utilizing Student worksheet materials. In addition, educators tend to be less imaginative when it comes to creating educational materials. Instructors are unable to make use of media found in their immediate surroundings and are only able to employ boring material produced by factories. Some educators are indolent when it comes to creating instructional materials, and some instructors still just hold a high school diploma. Aside from that, there are still some educators who are ignorant about the process of creating Lesson plan and their developmental components. In actuality, some educators continue to lack motivation

when it comes to creating lesson plans for educational activities, and some educators are even incapable of using laptops.

Research Ratnasari et al. (2021) and Ashadi et al. (2020) state that competency has a significant effect on teacher performance. Then research by Muntasir & Samad (2021) also states that there is a simultaneous positive and significant influence between competence and motivation on teacher performance. Based on this, the author intends to conduct research with the title *The Influence of Creativity and Competence on the Performance of Kindergarten/Preschool Teachers in Lubuk Besar District, Central Bangka Regency*.

## **B. Methods**

This research will be carried out on PAUD Teachers in Lubuk Besar District, Central Bangka Regency. The type of research used in this research is quantitative research with a descriptive approach. According to Sugiyono (2016) quantitative research methods can be interpreted as research methods that are based on the philosophy of positivism, used to research certain populations or samples, sampling techniques are generally carried out randomly, data collection uses research instruments, and data analysis is quantitative/statistical. to test the established hypothesis.

The population in this study were all preschool teachers in Lubuk Besar District, Central Bangka Regency, totaling 61 teachers who came from kindergarten/preschool teachers in Lubuk Besar District, Central Bangka Regency. The sample obtained was 53 respondents. So the sample used in this research was a sampling population of 53 samples of PAUD teachers in Lubuk Besar District, Central Bangka Regency. The data collection carried out by the researcher is that first the researcher carries out pre-research, and the next is the trial stage, at this stage the researcher distributes questionnaires or research instruments.

## **C. Results and Discussion**

### **Analysis of the Influence of Creativity on the Performance of PAUD Teachers in Lubuk Besar District, Central Bangka Regency**

The first hypothesis is accepted since the test findings demonstrate that the teacher creative variable has a partial and considerable impact on teacher performance. The theoretical underpinning for believing that PAUD and kindergarten instructors in Lubuk Besar District, Central Bangka Regency, perform better when their teachers are more creative. Thus, when teachers become more creative, they will also perform better.

With a calculated  $t$  value of  $21,612 > t$  table  $2,005$  and a significance of  $0.000 < 0.05$ , the results of testing hypothesis -1 using the SPSS version 26 tool demonstrate that teacher creativity has a partially positive and significant effect on teacher performance. The magnitude of the influence of teacher creativity on teacher performance is  $0.902$  or  $90.2\%$ . This means that the theoretical framework has a significant influence on teacher creativity in the performance of PAUD teachers in Lubuk Besar District, Central Bangka Regency.

The Lubuk Besar District, Central Bangka Regency PAUD teachers' descriptions of their creative abilities received an average score of  $4.51$ , falling into the very good category. The statement that the teacher is confident in their ability to instruct and provide feedback during the learning process is the dominant indicator in the teacher creativity variable, with a value of  $4.72$ . The statement that the teacher consistently understands students' psychology during discussions has the lowest indicator, with a value of  $4.34$ . Thus, altogether, teacher creativity is indicated in a very positive way.

The Lubuk Besar District, Central Bangka Regency, PAUD teachers' performance was described with an average score of  $4.44$ , falling into the very good category. The assertion that the instructor enjoys what they do, with a value of  $4.58$ , is the dominant indicator in the teacher performance variable, while the assertion that the instructor bases test questions on the curriculum, with a value of  $4.28$ , is the indicator with the lowest value. As a result, the teacher performance metric falls into the category of very good overall.

With an average score of  $4.51$  on a scale of 1 to 5, respondents' opinions about the inventiveness of PAUD instructors in Lubuk Besar District, Central Bangka Regency, are extremely good. On a scale of 1 to 5, respondents' opinions on Lubuk Besar District, Central Bangka Regency PAUD instructors' performance had an average score of  $4.44$ , falling into the very good category. Put another way, as long as a teacher instructs with a positive attitude, the creativity and performance of PAUD teachers in Lubuk Besar District, Central Bangka Regency, are excellent.

The statement's indicator with the lowest value, with a coefficient of  $4.34$ , or very good, is that professors consistently grasp students' psychology throughout talks. Stated differently, educators need to raise students' psychological awareness when instructing in the classroom to pique their interest in learning. This study supports that conducted in 2021 by Ratnasari & Sutjahjo (2021), who found no discernible relationship between creativity and teacher effectiveness. According to Putri's research, SDN instructors in Tanjung Harapan District, Solok City, have far more inventiveness at work (Putri, 2017).

Creating a conducive learning environment, attracting interest, presenting pertinent material, incorporating positive emotions in learning, engaging all senses and the mind, and adapting to the level of ability are some of the principles that guide a teacher's creativity in the classroom (Hamruni, 2009). Creativity can be realized by requiring encouragement within the individual (intrinsic motivation) and encouragement from the environment (extrinsic motivation). As in the following opinion: Every individual has a tendency or drive from within himself to be creative, realize potential, express, and activate all the capacities he has.

According to the findings of field observations, the instructor made an effort to incorporate a variety of creative learning activities. To enhance the teaching and learning process and ensure that the content presented to students is well-received, educators participate in a variety of workshops and training sessions. According to the results of the age data collected from the respondents, some kindergarten teachers are still relatively young. Specifically, 22.6% of the teachers are under 25 years old, 30.2% are between 25 and 35 years old, and 47.2% are over 35.

### **Analysis of the Influence of Teacher Competency on the Performance of TK/PAUD Teachers in Lubuk Besar District, Central Bangka Regency**

The second hypothesis is accepted since the test findings demonstrate that the teacher competency variable affects teacher performance in a partial and significant way. According to the theoretical framework, the performance of kindergarten and PAUD teachers in Lubuk Besar District, Central Bangka Regency, is influenced by teacher competency. Thus, as teacher competency rises, so will teacher performance.

With a computed  $t$  value of  $20,507 > t$  table  $2,005$  and a significance of  $0.000 < 0.05$ , the results of testing hypothesis -2 using the SPSS version 26 tool demonstrate that partial teacher competence has a positive and significant effect on teacher performance. The magnitude of the influence of teacher competence on teacher performance is 0.892 or 89.2%. This indicates that in Lubuk Besar District, Central Bangka Regency, teacher competency and performance are significantly impacted by the theoretical framework.

Lubuk Besar District, Central Bangka Regency, received an average score of 4.44, falling into the very good category, for the description of the competency of PAUD teachers. The statement that the teacher is a role model for students, is honest, and moral, and has a positive attitude and personality is the dominant indicator in the teacher competency variable (score: 4.58). The indicator with the lowest score is the statement that the teacher offers training following each lesson explanation. Using the number 4.21, teachers select instructional materials taking into account the context of their students' everyday lives. As a result, the teacher competency indicators fall into the excellent category overall.

The Lubuk Besar District, Central Bangka Regency, PAUD teachers' performance was described with an average score of 4.44, falling into the very good category. The assertion that the instructor enjoys what they do, with a value of 4.58, is the dominant indicator in the teacher performance variable, while the assertion that the instructor bases test questions on the curriculum, with a value of 4.28, is the indicator with the lowest value. As a result, the teacher performance metric falls into the category of very good overall.

The average score of 4.44 on a scale of 1 to 5 indicates that respondents' opinions on the competency of PAUD teachers in Lubuk Besar District, Central Bangka Regency, are very good. On a scale of 1 to 5, respondents' opinions on Lubuk Besar District, Central Bangka Regency PAUD instructors' performance had an average score of 4.44, falling into the very good category. Put otherwise, the proficiency and effectiveness of kindergarten/PAUD educators in Lubuk Besar District, Central Bangka Regency, are exceptionally high.

The statement that the teacher selects learning materials based on the context of the student's everyday life and offers training after describing the lesson has the lowest value (several 4.21 in the teacher competency variable). To put it another way, educators ought to offer more training following each lesson. In addition, educators must broaden their scope of knowledge to ensure that every instruction applies to real-world situations.

According to Majid (2005), a teacher's effectiveness as a teacher can be determined by the competencies they possess. This competency will be demonstrated by knowledge mastery and professionalism in the performance of their duties as educators. As to the Training Agency, competency refers to the set of abilities that a person working in a particular professional field ought to possess. It is an explanation of the conduct, acts, and outcomes that the individual in question needs to be able to provide. Johnson defines competency as rational performance that satisfactorily meets the objective for a desired condition (Sanjaya, 2011). Competence is the ability to carry out something that is obtained through education and training that is cognitive, affective, and performance in nature

Kunandar (2013) Competency is "a mix of information, skills, values, and attitudes which are represented in habits of thinking and doing. In addition to the code of ethics, Mulyasa (2009) claims that teacher competency is the primary element of professional standards. A collection of efficient behaviors linked to inquiry and discovery, analysis and reasoning, as well as attention and observation, that guide someone to identify effective and efficient means of achieving certain goals is what is meant to be understood as competence.

instructors should be encouraged to pursue a bachelor's degree as evidenced by the findings of field observations, which reveal that some PAUD kindergarten instructors still hold a full bachelor's degree, some have a bachelor's degree, and some have a high school or D3 education.

### **The Significant Influence of Teacher Creativity and Competence Simultaneously on the Performance of Kindergarten/PAUD Teachers in Lubuk Besar District, Central Bangka Regency**

The third hypothesis is accepted since the test findings demonstrate that the factors of teacher creativity and teacher competence have a simultaneous and significant impact on teacher performance. According to the theoretical framework, the performance of PAUD teachers in Lubuk Besar District, Central Bangka Regency, is influenced concurrently by teacher creativity and teacher competence. Thus, when educators become more creative and competent, their performance will also rise.

With a calculated  $f$  value of  $252,872 > f$  table of 3.17 and a significance of  $0.000 < 0.05$ , the results of testing hypothesis -3 using the SPSS version 26 tool demonstrate that teacher creativity and teacher competency have a positive and significant effect on teacher performance simultaneously. The magnitude of the influence of creativity and teacher competency simultaneously on teacher performance is 0.910 or 91%. This indicates that the effectiveness of PAUD instructors in Lubuk Besar District, Central Bangka Regency, is significantly impacted by the theoretical framework in terms of both teacher creativity and teacher competence at the same time.

According to studies, this is the case Ratnasari & Sutjahjo (2021). The research findings suggest that job satisfaction has no significant impact on teacher performance, creativity has no significant effect on job satisfaction, competence has no significant effect on teacher performance, creativity has no significant effect on teacher performance, and competence, motivation, and creativity have no significant effect on teacher performance. Research by Yuda Putra Wahyudi and Hadi Sunaryo 2017. Competency research results have a significant effect on the performance of State Elementary School Teachers in Pakisaji District, Malang Regency (Wahyudi & Sunaryo, 2017)).

### **D. Conclusion**

Based on the results of data analysis, the influence of teacher creativity and competence both partially and simultaneously on teacher performance can be explained as follows:

### 1. The Teacher's Creativity

The first hypothesis is thus accepted: teacher creativity has a considerable and partial impact on teacher performance. This indicates that the effectiveness of PAUD instructors in Lubuk Besar District, Central Bangka Regency, is significantly impacted by the theoretical framework in terms of teacher creativity. This suggests that educators who teach creativity should always be aware of the psychology of their students. For kids to accept the information more readily and in the hopes that teacher performance would rise in Lubuk Besar District, Central Bangka Regency PAUD.

### 2. The Teacher's Competence

The second hypothesis is thus accepted: teacher competency has a large and partial impact on teacher performance. This indicates that in Lubuk Besar District, Central Bangka Regency, teacher competency and performance are significantly impacted by the theoretical framework. It is best for the instructor to choose learning resources in the context of the student's everyday life and to offer exercises after describing the lesson. It is envisaged that this will increase the understanding of the pupils and lead to improved content mastery and instructor performance in the end.

### 3. The Creativity and Competence of Teachers

That teacher creativity and teacher competence have a simultaneous and significant effect on teacher performance so it can be concluded that the third hypothesis is accepted. This means that the theoretical framework has a significant influence on teacher creativity and teacher competence simultaneously on the performance of PAUD teachers in Lubuk Besar District, Central Bangka Regency. This means that with increased teacher creativity and teacher competence, it is hoped that there will be an increase in overall teacher performance.

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