

## The Influence of Creativity and Teacher Competence on the Performance of Social Studies Subject Teachers in Sanggau Regency



Gracia Efra Scolastika<sup>1</sup>, Saliman<sup>2</sup>

<sup>1,2</sup>Yogyakarta State University

**ABSTRACT:** This study aims to test: (1) The influence of creativity on the performance of social studies teachers in Sanggau Regency; (2) The Influence of Teacher Competence on the Performance of Social Studies Teachers; (3) The simultaneous influence of creativity and teacher competence on the performance of social studies teachers in Sanggau Regency.

The type of research uses quantitative. The research was conducted in Sanggau Regency. The sample number was 102 social studies teachers, with random sampling techniques. The data collection technique uses *google forms*. The questionnaire was tested by validators of 2 Yogyakarta State University Lecturers and the questionnaire was declared suitable for use. Through prerequisite tests, namely normality tests, linearity tests, multicollinearity and heterokedasticity tests. Hypothesis tests used multiple linear regression analysis, t-test (partial), F test (simultaneous) and determination coefficients using the help of the SPSS 26 program.

The results of the study showed that (1) The creativity variable (X1) had a positive and significant influence on teacher performance with t count  $3.673 > t$  table  $1.984$  with a significance value of  $0.000 < 0.05$ . (2) The teacher competency variable (X2) has a positive and significant influence on teacher performance with a t count of  $2.772 > 1.984$  with a significance value of  $0.007 < 0.05$ . (3) The variables of creativity (X1) and teacher competence (X2) simultaneously had a positive and significant influence on teacher performance, with a value of F calculated at  $47.074 > F$  of a table of  $3.088$  and a significance value of  $0.000 < 0.05$ .

**KEYWORDS:** Kreativitas, Kompetensi Guru, Kinerja Guru, Mata Pelajaran IPS

### I. INTRODUCTION

Education is a crucial aspect in the development of a nation to create quality and superior human resources. In order to meet these needs, superior and sustainable quality of education is needed. Teachers as the main agents in education have an important role in achieving effective learning goals. The success of the learning process is highly dependent on the teacher's ability to implement basic teaching skills in the classroom (Onih, Tarihoran & Sardjijo, 2022). In this case, the quality of teacher performance needs to be considered to ensure the improvement of the quality of education and the success of the learning process in the era of globalization and technological development. This performance can be seen based on the ability to plan, implement, and assess as well as evaluate the learning process. Teachers' abilities are related to a teacher's creativity when carrying out learning. Creativity allows for the development of interesting learning methods, models and media. Forms of teacher creativity include classroom management, development of learning models, and the use of various strategies, methods, and media (Zulkifli & Basuki, 2023). Creative teachers not only motivate students, but also help in the development of critical and creative thinking skills through the application of varied learning (Lindawati, Caska & Mahdum, 2022). In the context of social studies learning, which integrates various social science disciplines, creativity can help convey information through interactive and easy-to-understand concepts. This creativity includes the development of materials, methods, media and evaluation techniques (Fitriyani et al., 2021). With content development and the use of creative and diverse learning models and media, learning effectiveness can be improved.

One of the factors that plays a role in the formation of optimal teacher performance is teacher competence. A teacher is required to have four basic competencies, namely pedagogic competence, personality competence, social competence and professional competence. These four competencies are closely related to the performance of the teachers assessed. However, most teachers have not achieved the level of professionalism required to carry out their duties which include planning,

# The Influence of Creativity and Teacher Competence on the Performance of Social Studies Subject Teachers in Sanggau Regency

implementation, assessment of learning outcomes, guidance, training, research and community service (Madhakomala, Hakim & Syifauzzuhrah, 2022).

The lack of creativity and overall teacher competence can contribute to low teacher performance. Sudrajat (2020) revealed that many teachers do not prepare for learning well, have not applied varied methods and lack mastery of the subject matter. So it is necessary to pay attention to the importance of factors that influence teacher creativity and competence on teacher performance. Creativity reflects how teachers apply their creativity in carrying out learning which includes creativity using learning methods, models, media and learning resources can affect their performance. Meanwhile, teachers' competencies which include pedagogic, personality, social and professional competencies show how they implement their abilities so that they play a role in optimizing their performance.

Thus, it is important to delve into the factors that positively affect teacher performance. So, to improve teacher performance, it is necessary to pay attention to the influencing factors so that they can be studied in depth, in order to improve the quality of education as a whole.

## II. METHODOLOGY

The research approach in this study is to use quantitative research methods. Quantitative research is a type of research that aims to explain and test the relationships between variables, determine causal relationships, test theories, and look for generalizations that have predictive value in predicting a phenomenon (Rukajat, 2024). Using this method, researchers can find out the causal and causal relationship between creativity and teacher competence on teacher performance.

Primary data collection was carried out using questionnaires distributed through *google forms* to obtain information about the variables of creativity, teacher competence and teacher performance in social studies teachers in Sanggau Regency. This research was carried out in Junior High Schools in Sanggau Regency consisting of 125 Junior High Schools. The target in this study is social studies teachers which will be carried out in December 2024-March 2025. The sample of this study was 102 social studies teachers. Meanwhile, to answer the research hypothesis, multiple regression analysis was used, t-test (partial), F-test (simultaneous), and coefficient of determination.

## III. RESULTS AND DISCUSSION

### Problem 1: The Influence of Creativity on Teacher Performance

Based on the results of the first hypothesis test in table 1 that has been carried out, it was found that teacher creativity has a significant effect on the performance of social studies teachers. This is proven through the results of the partial test (t-test), where the t-value is calculated as  $3.673 > t \text{ table } (1.984)$ , and a significance value of  $0.000 < 0.05$  is obtained. These results indicate that teachers' creativity has a positive and significant influence on the performance of social studies teachers.

**Table 1: T test (Partial)**

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Mr.
1	(Constant)	30.230	4.814		6.279	.000
	Teacher Creativity	.302	.082	.421	3.673	.000
	Teacher Competence	.237	.086	.318	2.772	.007

a. Dependent Variable: Teacher Competence

The results of this study are in line with the opinion of Budiono et al. (2024) who stated that teacher creativity is one of the components that can improve teacher performance. This is evidenced by research by Sari & Azizah (2023) and Sari, Zakaria & Thaha (2023) stating that creativity has a positive and significant effect on teacher performance. Similar results were found in a study by Parmawati, Afandi & Umalihayati (2024) that creativity directly contributes to teacher performance. This means that the higher the creativity that teachers have, the teacher's performance in carrying out their duties and responsibilities will also increase.

Teacher creativity allows teachers to create various innovations in the learning process, design interesting learning methods and media, and be able to solve various problems that arise in the learning process. Teachers' creativity in teaching has a great

## The Influence of Creativity and Teacher Competence on the Performance of Social Studies Subject Teachers in Sanggau Regency

influence on students' understanding. The more innovative and interesting the way teachers deliver material, the easier it will be for students to understand the lesson and encourage students to be more creative in the learning process (Mettatirtha et al., 2023).

In this case, the creativity of social studies teachers in Sanggau Regency affects their performance in teaching. However, teachers' creativity needs to be improved in order to make a greater contribution to teacher performance. The development of teachers' creativity needs to get more attention from the schools and institutions involved. Training and workshops that focus on increasing creativity in teaching need to be held regularly so that teachers have the opportunity to develop their skills in compiling materials, choosing methods, and utilizing learning media and resources more innovatively. Therefore, efforts to increase teacher creativity must be encouraged through training, the provision of adequate learning facilities, and support from various parties in order to create more innovative and effective learning.

### Problem 2: The Influence of Teacher Competence on Teacher Performance

Based on the results of the partial test (t-test) on the teacher competency variable, a calculated t value of 2.772 was obtained which was greater than the t table of 1.984 ( $2.772 > 1.984$ ), with a significance value of 0.007 smaller than 0.05 ( $0.007 < 0.05$ ). In accordance with the hypothesis testing criteria, if  $t_{\text{calculates}} > t_{\text{table}}$  and the significance  $< 0.05$ , then the hypothesis is accepted. Therefore, teacher competence has a positive and significant effect on the performance of social studies teachers in Sanggau Regency.

The findings of this study are strengthened by a study conducted by Mufid, Karnawati & Bukhori (2024) which shows the positive and significant influence of teacher competence on teacher performance. In addition, research conducted by Maryuni et al. (2024) also revealed that pedagogic, personality, social and professional competencies simultaneously have a significant effect on teacher performance. The results of Ramdani & Jelatu (2024) research prove that competence has a direct influence on teacher performance. This means that the higher the competence of the teacher, the performance will also increase. Competent teachers are able to plan, implement and evaluate learning well, which ultimately has a direct impact on improving the quality of their performance.

Teacher competencies that contribute to improving the performance of social studies teachers in Sanggau Regency include four main aspects, namely pedagogical, personality, professional and social competencies. Pedagogic competence reflects the ability of social studies teachers to have a deep understanding of the characteristics of students and be able to implement appropriate learning strategies. Personality competence emphasizes that as educators, social studies teachers must have a good personality, be disciplined, and be role models for students. Teachers who have a strong personality can build harmonious relationships with students and the school environment and create a comfortable and conducive learning atmosphere. Professional competence refers to social studies teachers who must master the material in depth. Therefore, teachers need to take part in training and develop themselves through various alternative learning media, such as online journals, seminars or discussion forums between teachers. Meanwhile, social competence reflects teachers' ability to communicate and build good relationships with students, fellow educators and the community greatly affects the effectiveness of learning. If there is strong social interaction, it can support the creation of a conducive learning environment, where students are more motivated to learn. In other words, teachers' abilities can be demonstrated to improve teacher performance with the aim of supporting development and improving the quality of education (Retnowati, Ahyani & Eddy, 2024).

### Problem 3: The Simultaneous Influence of Teacher Creativity and Competence on Teacher Performance

The results of multiple regression analysis that have been carried out show that the variables of teacher creativity and teacher competence simultaneously have a positive and significant effect on the performance of social studies teachers. This is proven by the F test, where the F calculation of 47.074 is greater than the F of the table of 3.088 ( $47.074 > 3.088$ ), and the significance value of 0.000 is smaller than 0.05 ( $0.000 < 0.05$ ). Based on the test criteria, if  $F_{\text{calculates}} > F_{\text{table}}$  and the significance  $< 0.05$ , then the hypothesis is accepted. Thus, it can be concluded that there is a positive and significant influence between creativity and teacher competence together on the performance of social studies teachers.

**Table 2: F Test (Simultaneous)**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Mr.
1	Regression	3189.992	2	1594.996	47.074	.000b
	Residual	3354.360	99	33.882		

## The Influence of Creativity and Teacher Competence on the Performance of Social Studies Subject Teachers in Sanggau Regency

Total	6544.353	101		
-------	----------	-----	--	--

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Teacher Competence, Teacher Creativity

In addition, the value of the determination coefficient (*R square*) of 0.487 shows that 48.7% of the variation in the performance of social studies teachers can be explained by the variables of creativity and teacher competence simultaneously. The remaining 51.3% was explained by other factors that were not studied in this study, such as work motivation, principal's leadership, work environment, availability of facilities and infrastructure, and other factors.

**Table 3: Coefficient of Determination**

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698a	.487	.477	5.821

a. Predictors: (Constant), Teacher Competence, Teacher Creativity

b. Dependent Variable: Kinerja Guru

The findings of this study are in line with the research of Lindawati et al. (2022) entitled "The Influence of Pedagogic Competence and Teacher Creativity on the Performance of Craft and Entrepreneurship Teachers in Public and Private High Schools in the City of Pekanbaru" and research by Londongallo & Tung (2025) entitled "The Influence of Transformational Leadership and Organizational Culture on Teachers' Pedagogic Competence with Teacher Creativity Mediator Variables", both researches show that pedagogic competence and teacher creativity simultaneously affect teacher performance. This means that the higher the creativity and competence possessed by teachers, the better the performance of teachers in carrying out their duties.

In this case, creativity and competence contribute enough to teacher performance, so education policy should focus on teacher training and professional development programs. This training can include creative learning techniques, the use of technology in teaching, and improving pedagogic competence and teacher professionalism. External factors such as the principal's leadership, work environment, and the availability of facilities and infrastructure also contribute to improving teacher performance. Therefore, there is a need for support from schools and the government in creating a conducive environment for learning, including providing adequate facilities and an objective teacher performance evaluation system.

#### IV. CONCLUSIONS

Based on the results of data analysis, testing of research results and discussion, the conclusion of this research is as follows.

1. There is an influence of creativity on the performance of social studies teachers in Sanggau Regency. This is evidenced by the results of the t-test with a calculated t-value of 3.673 > table 1.984 with a significance value of 0.000 < 0.05.
2. There is an influence of teacher competence on the performance of social studies teachers in Sanggau Regency. This can be proven through the t-test obtained a calculated t value of 2.772 > t table 1.984 with a significance value of 0.007 < 0.05.
3. There is a simultaneous influence of creativity and teacher competence on the performance of social studies teachers in Sanggau Regency. This is proven through the F test, where F is obtained as a calculation of 47.074 > F table of 3.088 with a significance value of 0.000 < 0.05. So it can be concluded that there is a simultaneous positive and significant influence between variables X1 and X2 on variable Y.

#### V. RECOMMENDATIONS

1. For Teachers

Teachers can increase creativity in teaching by using innovative learning methods and the use of digital technology as well as training and seminars to improve pedagogical, professional, social and personality competencies.

2. For Schools

Schools provide support to teachers by providing adequate learning facilities and infrastructure, creating a work culture that supports teachers' innovation and creativity through rewards for teachers who show improved performance, and can hold regular academic supervision.

# The Influence of Creativity and Teacher Competence on the Performance of Social Studies Subject Teachers in Sanggau Regency

## REFERENCES

- 1) Budiono, Muryati, & Mas, N. (2024). Model Peningkatan Kinerja Guru Melalui Knowledge Sharing dan Kompetensi Yang Dimediasi Kreativitas (Studi pada Guru SMKN Wonosari, Kabupaten. *Jurnal Riset Ekonomi*, 3(4), 413–446.
- 2) Fitriyani, Y., Supriatna, N., & Sari, M. Z. (2021). Pengembangan Kreativitas Guru dalam Pembelajaran Kreatif pada Mata Pelajaran IPS di Sekolah Dasar. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 97. <https://doi.org/10.33394/jk.v7i1.3462>
- 3) Lindawati, Caska, & Mahdum. (2022). PENGARUH KOMPETENSI PEDAGOGIK DAN KREATIVITAS GURU TERHADAP KINERJA GURU PRAKARYA DAN KEWIRAUUSAHAAN SMA NEGERI DAN SWASTA SEKOTA PEKANBARU. *Jurnal JUMPED (Jurnal Manajemen Pendidikan)*, 10(1), 87–96.
- 4) Londongallo, A., & Tung, K. Y. (2025). Pengaruh Kepemimpinan Transformasional dan Budaya Organisasi Terhadap Kompetensi Pedagogik Guru dengan Variabel Mediator Kreativitas Guru. *JIP (Jurnal Ilmiah Ilmu Pendidikan)*, 8(3), 3523–3528.
- 5) Madhakomala, R., Hakim, M. A., & Syifauzzuhrah, N. (2022). Problems of Education in Indonesia and Alternative Solutions. *International Journal of Business, Law, and Education*, 3(3), 135–144. <https://doi.org/10.56442/ijble.v3i3.64>
- 6) Maryuni, Y. P., Yadewani, D., & Mulyani, S. (2024). PENGARUH KOMPETENSI GURU TERHADAP KINERJA GURU PADA SD NEGERI LUBUK BASUNG KABUPATEN AGAM. *Jurnal Pustaka Manajemen*, 4(2), 33–39.
- 7) Mettathirtha, R., Anggreni, L., Anzaini, M. S., & Felicia, N. E. (2023). Pengaruh Inovasi dan Kreativitas Terhadap Kinerja Guru SD Swasta di Kota Palembang. *Jurnal Ilmiah Multidisiplin*, 1(11), 132–144. <https://doi.org/10.5281/zenodo.10214093>
- 8) Mufid, A., Karnawati, T. A., & Bukhori, M. (2024). STUDI PENGARUH KOMPETENSI GURU KEPEMIMPINAN KEPALA SEKOLAH DAN SUPERVISI AKADEMIK TERHADAP KINERJA GURU PENGGERAK PADA DINAS PENDIDIKAN KABUPATEN SUMENEP. *Jurnal Cahaya Mandalika*, 3(3), 1254–1272.
- 9) Onih, Tarihoran, N., & Sardjijo. (2022). Pengaruh Disiplin Kerja Guru, Kompetensi Profesional Guru Dan Motivasi Belajar Siswa Terhadap Prestasi Belajar Siswa Sd Di Kecamatan Sepatan Timur Kabupaten Tangerang. *Jurnal Darma Agung*, 30(1), 885–899.
- 10) Parmawati, M. E., Afandi, N., & Umalihayati. (2024). Pengaruh Kreativitas dan Perilaku Inovatif Terhadap Kinerja Guru Melalui Motivasi Sebagai Variabel Mediasi Pada Sekolah Dasar Swasta di Kabupaten Serang Megarini Eka Parmawati , Naufal Afandi , Umalihayati Universitas Bina Bangsa Social , Humanities , and. *Social , Humanities , and Educational Studies*, 7(3), 2576–2588.
- 11) Ramdani, U. A., & Jelatu, H. (2024). PENGARUH SERTIFIKASI TERHADAP KINERJA GURU MELALUI KOMPETENSI DAN DISIPLIN KERJA ( STUDI KASUS. *Jurnal Humaniora Dan Sosial Sains*, 1(1).
- 12) Retnowati, K., Ahyani, N., & Eddy, S. (2024). PENGARUH PERILAKU KEPEMIMPINAN KEPALA SEKOLAH DAN KOMPETENSI GURU TERHADAP KINERJA GURU SEKOLAH DASAR DI KELURAHAN TALANG BETUTU. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 09(04).
- 13) Rukajat, A. (2024). *Metodologi Penelitian (Kuantitatif dan Kualitatif)*. Penerbit Deepublish.
- 14) Sari, N. P., & Azizah, S. N. (2023). Pengaruh Kecerdasan Emosional , Kecerdasan Spiritual dan Kreativitas Terhadap Kinerja Guru. *Jurnal Ilmiah Mahasiswa Manajemen, Bisnis Dan Akuntansi*, 5(3), 349–361.
- 15) Sari, N., Zakaria, T. R., & Thaha, A. (2023). Pengaruh Motivasi Kerja, Kreativitas dan Lingkungan Kerja Terhadap Kinerja Guru di Sekolah Menengah Kejuruan Bina Nusa Kabupaten Bekasi. *Jurnal Ilmiah Ekonomi Manajemen Dan Bisnis*, 4(1), 12–27.
- 16) Sudrajat, J. (2020). Kompetensi Guru Di Masa Pandemi Covid-19. *Jurnal Riset Ekonomi Dan Bisnis*, 13(2), 100. <https://doi.org/10.26623/jreb.v13i2.2434>
- 17) Zulkifli, M., & Basuki, D. D. (2023). Kreativitas Guru Dalam Meningkatkan Hasil Belajar Peserta Didik. *Jurnal Pendidikan Guru Madrasah Ibtidaiyah Al-Amin*, 2(2), 146–152. <https://doi.org/10.54723/ejpgmi.v2i2.70>



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.