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HOW PERSONALITY, CREATIVITY, AND INNOVATION SHAPE TEACHER PERFORMANCE IN INDONESIAN JUNIOR HIGH SCHOOLS

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Abstract
Some of the problems identified in this study include: (1) Low discipline and weak responsibility among teachers at SMPN 1 Pagai Utara Selatan, (2) a Lack of innovation in teaching methods, and (3) Poor communication with parents, which affects overall teacher performance. This study aims to analyze the influence of personality, creativity, and innovation on teacher performance at SMPN 1 Pagai Utara Selatan. The research method used is a quantitative approach with an associative causal method. The sampling technique applied was total sampling involving 33 teachers as respondents. Partial hypothesis testing shows that personality (X1), creativity (X2), and innovation (X3) each have a positive and significant effect on teacher performance (Y), as evidenced by their respective t-count values being greater than t-table values. Simultaneous hypothesis testing also shows that personality, creativity, and innovation significantly affect teacher performance, as indicated by the F-count value being greater than the F-table value. Based on the analysis, personality, creativity, and innovation are important factors that affect teacher performance, both partially and simultaneously. Educational institutions are encouraged to strengthen these three aspects to improve teacher performance.
Keywords: Personality, Creativity, Innovation, Teacher Performance

INTRODUCTION

Teacher performance is a crucial factor in determining the quality of the educational process in schools. According to Gomes (2019), performance is the level of success a person achieves in carrying out the tasks for which he or she is responsible. In the school context, improving teacher performance is directly proportional to improving the quality of education and achieving institutional goals (Marfinda, 2022). However, achieving optimal performance cannot happen automatically, but requires a planned and sustainable process (Rahmah, 2022). Personality, creativity, and innovation affect teacher performance (Aryaningtyas et al., 2020; Pratiwi et al., 2021; Zakiah, 2022).

SMP Negeri 1 Pagai Utara Selatan, one of the educational institutions in Mentawai Islands Regency, faces several problems related to teacher performance, such as low discipline, a lack of innovation in the learning process, and weak communication with students' parents. The initial survey results show that many teachers still have not shown optimal classroom management performance, materials delivery according to the curriculum, and participation in school activities. 70% of teachers stated that they did not innovate at work, and 65% felt that innovation was unimportant for organizational progress (Initial Survey, 2023).

Innovation has an important role in improving the quality of teachers' work. Amabile (2020) states that innovation is the application of the results of creative ideas in the work environment, which allows organizations to adapt to a dynamic environment. In addition, according to Tidd and Bessant (2019), innovation is not only limited to generating new ideas, but also includes implementation involving human resources, time, and funds. Studies by Dama and Ogi (2020) also show that innovation directly impacts improving performance, especially in educational organizations.

Creativity, as the forerunner of innovation, is an important factor in the educational process. Creativity generates new and valuable ideas (Runco, M. A., & Jaeger, 2020). It includes developing more engaging, contextual, and relevant learning methods in the context of teachers. Unfortunately, the survey results show that most teachers at SMPN 1 Pagai Utara Selatan have low levels of creativity, with more than 65% admitting that they cannot find new ideas in their careers (Initial Survey, 2023).

In addition to creativity and innovation, personality factors contribute to teachers' work performance. As Sukmajati & Suharnomo (2022) described, proactive personalities look for opportunities, take the initiative, and persevere until significant change occurs. The Big Five Personality model, which consists of extraversion, conscientiousness, prudence, emotional stability, and openness to experience, has been widely used to explain the differences in individual behaviours within organizations (Robbins, 2022; Sukmajati & Suharnomo, 2022).

Based on this description, this study aims to analyze the influence of personality, creativity, and innovation on teacher performance at SMPN 1 Pagai Utara Selatan. This research is expected to make a theoretical contribution to the development of human resources in the education sector and become a basis for policymakers' strategic considerations in improving teaching quality.

LITERATURE REVIEW

Personality

Personality is one of the psychological aspects that can affect an individual's behaviour and performance in the workplace. Robbins (2022) explains that personality is a characteristic and consistent pattern in how individuals respond to the environment. The Big Five personality model, which includes extraversion, openness to experience, conscientiousness, conformity, and emotional stability, is often used in explaining the relationship between personality and work behaviour. Sukmajati and Suharnomo (2022) added that individuals with proactive personalities tend to have high initiative, can survive change, and look for opportunities to improve performance.

Creativeness

Creativity is the ability to generate helpful ideas in a particular context. According to Runco and Jaeger (2020), creativity in education is essential because it encourages the development of innovative, adaptive, and engaging teaching methods. Creativity is also the foundation of the

innovation process and active learning in the classroom. Creative teachers are more flexible and can present teaching materials in a way that makes it easier for students to understand.

Innovation

Innovation is the application of creative ideas in real practice that provides added value. Amabile (2020) states that innovation occurs when creative ideas are generated in organisational situations. Tidd and Bessant (2019) explain that innovation is not only limited to creating new ideas but also includes an implementation process involving organizational resources. Innovation is urgently needed in education to deal with the dynamics of the curriculum, technology, and students' evolving needs.

Teacher Performance

Teacher performance is the level of success a teacher has in carrying out the tasks for which he or she is responsible, which includes planning, implementing, and evaluating learning. According to Gomes (2019), performance is affected by various internal and external factors, including individual character and work environment. Marfinda (2022) added that good teacher performance is achieved through pedagogic competence, creativity, and innovation in the learning process.

Previous studies support that personality, creativity, and innovation influence performance in educational organizations (Aryaningtyas et al., 2020; Dewi, 2023; Pratiwi et al., 2021). Therefore, the teacher development approach should not only focus on technical training but also pay attention to the psychological and social aspects of performance improvement.

METHOD

This study uses a quantitative approach with causal associative research to test the influence of independent and dependent variables. This approach is used because the data collected is in numbers and analyzed using statistical methods to objectively test the relationships between variables (Sugiyono, 2021). The population in this study is all teachers at SMPN 1 Pagai Utara Selatan, totalling 33 people. Because the population is relatively small, the sampling technique used is total sampling, where all population members are research samples (Arikunto, 2020).

The research instrument used was a closed questionnaire, which was compiled based on indicators from each variable, namely personality (X1), creativity (X2), innovation (X3), and teacher performance (Y). The scale used is the Likert scale with five answer options ranging from "strongly disagree" to "strongly agree" (Septiano et al., 2020).

The data analysis technique used in this study is multiple linear regression analysis, which aims to determine the partial and simultaneous influence of personality, creativity, and innovation variables on teacher performance. Before the regression analysis was carried out, the validity and reliability of

the instrument were first tested, as well as a classical assumption test that included normality, multicollinearity, and heteroscedasticity. Data processing uses SPSS software version 25.0 to produce the values of the regression coefficient, t-test (partial), F-test (simultaneous), and determination coefficient (R^2) as the basis for concluding.

RESULTS AND DISCUSSION

Table 1. Results of the Validity Test of Teacher Performance Variables (Y)

Question	*Corrected Item-Total Correlation (r count)*	R table	Information
1	0.838	0.3440	Valid
2	0.916	0.3440	Valid
3	0.914	0.3440	Valid
4	0.880	0.3440	Valid
5	0.868	0.3440	Valid
6	0.902	0.3440	Valid
7	0.908	0.3440	Valid
8	0.797	0.3440	Valid
9	0.554	0.3440	Valid
10	0.518	0.3440	Valid

Source: Primary Data in Olah 2025

Table 2. Personality Validity Test Results (X_1)

Question	*Corrected Item-Total Correlation (r-Count)*	R table	Information
1	0.779	0.3440	Valid
2	0.604	0.3440	Valid
3	0.755	0.3440	Valid
4	0.547	0.3440	Valid
5	0.787	0.3440	Valid
6	0.814	0.3440	Valid
7	0.752	0.3440	Valid
8	0.831	0.3440	Valid
9	0.798	0.3440	Valid
10	0.707	0.3440	Valid

Source: Primary Data in Olah 2025

Table 3. Results of the Validity Test of the Creativity Variable (X2)

Question	*Corrected Item-Total Correlation (r-count)*	R table	Information
1	0.744	0.3440	Valid
2	0.571	0.3440	Valid
3	0.683	0.3440	Valid
4	0.647	0.3440	Valid
5	0.467	0.3440	Valid
6	0.599	0.3440	Valid
7	0.771	0.3440	Valid
8	0.749	0.3440	Valid

Source: Primary Data in Olah 2025

Table 4. Results of the Innovation Variable Validity Test (x_3)

Question	*Corrected Item-Total Correlation (r-count)*	R table	Information
1	0.528	0.3440	Valid
2	0.521	0.3440	Valid
3	0.710	0.3440	Valid
4	0.515	0.3440	Valid
5	0.597	0.3440	Valid
6	0.413	0.3440	Valid

Source: Primary Data in Olah 2025

1. Validity of Teacher Performance Variables (Y)

   Based on Table 1, all 10 question items for the teacher performance variable had an r-count value above the r-table (0.3440), with the highest value 0.916 and the lowest 0.518. It shows that all questions on this variable are declared valid and can be used in research to measure teacher performance.

2. Validity of Personality Variables (X1)

   Table 2 shows that all 10 question items on the personality variable had an r-count value above the r-table value, which ranges from 0.547 to 0.831. Thus, all items on the personality variable are declared valid and suitable for further analysis.

3. Validity of Creativity Variables (X2)

   Table 3 shows the eight question items on the creativity variable, showing valid results. The r-value of the entire item count is greater than the r-table, ranging from 0.467 to 0.771. It indicates that all question items on the creativity variable are valid and can be used to measure the teacher's level of creativity.

4. Validity of Innovation Variables (X3)

   In Table 4, the six question items for the innovation variable have a greater r-count value than the r-table. The highest value is 0.710, and the lowest value is 0.413. Since all items have an r-count value > 0.3440, all items in the innovation variable are also valid.

Based on the validity analysis of the four research variables (teacher performance, personality, creativity, and innovation), all instrument items were declared valid because their r-count value was greater than the r-table. Thus, the research instrument has met the validity requirements and is suitable for data collection and further analysis.

Table 5. Reliability Test

No	Variabel	Cronbach's Alpha	Information
1	Performance (Y)	0.957	Reliabel
2	Personality (X_1)	0.902	Reliabel
3	Creativity (X_2)	0.880	Reliabel
4	Innovation (X_3)	0.789	Reliabel

Source: Primary Data in Olah 2025

The technique used in this study is the Cronbach's Alpha test, which indicates that an instrument is reliable if it has a Cronbach's Alpha value of > 0.70 (Sugiyono, 2021). Based on Table 5, the following results:

1. The Teacher Performance variable (Y) has a Cronbach's Alpha value of 0.957, indicating a high reliability. It indicates that the teacher's performance instrument consistently measures these variables.
2. The Personality variable (X1) obtained a value of 0.902, which belongs to the category of high reliability. It shows that the items in the personality instrument are consistent.
3. The Creativity variable (X2) is 0.880, also in the very reliable category. It confirms that creativity measuring tools can be relied upon to collect accurate data.
4. The Innovation variable (X3) obtained a value of 0.789, which is still above the minimum limit of 0.70, so the innovation instrument is also reliable.

Table 6. Normality Test Results

No	Variabel	Asymp. Sig. (2-tailed)	Information
1	Performance (Y)	0.130	Normal
2	Personality (X_1)	0.232	Normal
3	Creativity (X_2)	0.161	Normal
4	Innovation (X_3)	0.101	Normal

Source: SPSS Output Normality Test Results, 2025.

The test uses the Kolmogorov-Smirnov test with the help of the SPSS program version 25.0. Based on the test results presented in Table 6, a significance value (Asymp. Sig. 2-tailed) for each of the following variables: teacher performance (Y) of 0.130, personality (X_1) of 0.232, creativity (X_2) of 0.161, and innovation (X_3) of 0.101. These significance values are greater than 0.05, so we can conclude the data from the four variables. Thus, the assumption of normality in multiple linear regression implies that the data is feasible for further analysis using parametric statistical methods.

Table 7. Multicollinearity Test Results

Coefficientsa			
Model		Collinearity Statistics	
		Tolerance	BRIGHT
1	Personality (X_1)	.893	1.120
	Creativity (X_2)	.868	1.152
	Innovation (X_3)	.890	1.123
a. Dependent Variable: Y			

Source: SPSS Output Multicollinearity Test Results, 2025

Based on the results shown in Table 7, the Tolerance and VIF values for each variable were obtained as follows: the personality variable (X_1) had a Tolerance value of 0.893 and a VIF of 1.120; the creativity variable (X_2) had a Tolerance value of 0.868 and a VIF of 1.152; and the innovation

variable (X_3) had a Tolerance value of 0.890 and a VIF of 1.123. All three variables have a Tolerance value above 0.10 and a VIF value below 10.

Thus, the regression model used in this study did not show symptoms of multicollinearity, so all independent variables are worthy of inclusion in the model for further analysis.

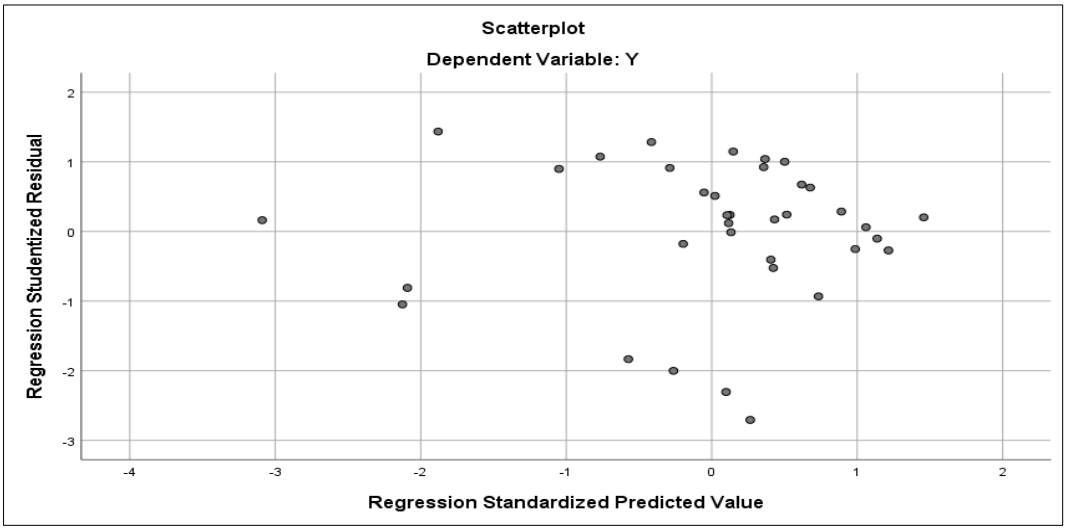

Figure 1. Heterokedacity Test Results

The heteroscedasticity test determines whether the regression model has an unequal variance in the residuals from one observation to another. One method used is the scatterplot test, which involves paying attention to the pattern of the distribution of points between the standardised residual value (Y) and the standardised prediction value (X).

Based on the scatterplot results in Figure 1, the dots are scattered randomly, not forming a specific pattern such as constricting or spreading widely in a particular direction. The spread of points that do not form this systematic pattern shows no symptoms of heteroscedasticity in the regression model used.

Table 8. Multiple Regression Equations

Coefficientsa						
Model		**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Itself.**
		B	**Std. Error**	**Beta**		
1	(Constant)	26.611	10.984		6.014	.000
	Personality (X_1)	.449	.230	.507	3.113	.004
	Creativity (X_2)	.697	.112	.142	3.928	.002
	Innovation (X_3)	.788	.241	.013	3.493	.003
a. Dependent Variable: Y						

Source: SPSS Output Multiple Linear Regression Results 2025

The results of multiple linear regression analysis, shown in Table 8, show that the resulting regression model is: $Y = 26.611 + 0.449X_1 + 0.697X_2 + 0.788X_3$, where Y is the teacher's performance variable, X_1 is personality, X_2 is creativity, and X_3 is innovation. The constant value of 26.611 indicates that if the three independent variables are zero, the teacher's performance is 26.611.

The personality variable has a regression coefficient of 0.449 and a significance value of 0.004, which means that personality has a positive and significant effect on teacher performance. It indicates that the better a teacher's personality, the better their performance will be. Furthermore, the creativity variable has a coefficient of 0.697 and a significance value of 0.002. It shows that creativity also has a positive and significant effect on teacher performance, meaning that creative teachers have the potential to perform better.

Meanwhile, the innovation variable has a regression coefficient of 0.788 with a significance value of 0.003, showing that innovation significantly improves performance. Thus, the three independent variables in this study personality, creativity, and innovation were partially proven to have a positive and significant influence on the outcome. A Partial hypothesis test or t-test was conducted to determine the influence of each independent variable individually on the dependent variable. In this study, the independent variables consisted of personality (X_1), creativity (X_2), and innovation (X_3), while the dependent variable was teacher performance (Y).

Based on the results of multiple linear regression analysis in Table 8, the following t-count and significance values were obtained: personality (X_1) has a t-count value of 3.113 with a significance value of 0.004; creativity (X_2) has a t-count value of 3.928 with a significance of 0.002; and innovation (X_3) has a t-count of 3.493 with a significance of 0.003. The three independent variables partially affect teacher performance because the three significance values are less than 0.05.

Thus, the H_1, H_2, and H_3 hypotheses, which state that personality, creativity, and innovation significantly influence teacher performance, are accepted. These results show that the better the personality, the higher the creativity, and the stronger the innovation possessed by the teacher, the higher the level of performance achieved.

Table 9. F Test Results

ANOVAb						
Model		Sum of Squares	df	Mean Square	F	Itself.
1	Regression	787.497	3	162.499	4.846	.000b
	Residual	2473.475	29	77.296		
	Total	3260.972	32			

Source: SPSS Output F Test Results, 2025

The F test, or simultaneous test, is carried out to determine whether the independent variables together (simultaneously) have a significant effect on the dependent variables. Based on Table 9, an F-calculation value of 4.846 with a significance value 0.000 was obtained. The significance value is less than 0.05, so the regression model formed in this study is simultaneously significant.

It means that the variables of personality (X_1), creativity (X_2), and innovation (X_3) together have a significant effect on teacher performance (Y). Thus, the null hypothesis (H_0) stating that there is no simultaneous influence is rejected, and the alternative hypothesis (H_a) is accepted. These results reinforce the finding that the three independent variables play an important role in explaining the variation in teacher performance at SMPN 1 Pagai Utara Selatan.

Table 10. R Square Test Results

Model Summaryb				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891a	.793	.710	8.79182
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

Source: SPSS Output R Square Test Results, 2025

Based on the output in Table 10, the determination coefficient (R Square) value of 0.793 indicates that 79.3% of the variation in teacher performance (Y) can be explained by personality (X_1), creativity (X_2), and innovation (X_3) variables. Other variables outside this research model explain the remaining 20.7%.

In addition, the Adjusted R Square value of 0.710 shows that after adjusting for the number of predictor variables and samples used, the model still has an explanatory ability of 71%. It reinforces that the regression model used is quite good in explaining the variation in teacher performance. Thus, the results of this test confirm that the three independent variables studied contributed significantly and substantially to improving teacher performance at SMPN 1 Pagai Utara Selatan.

CONCLUSION

Based on the results of data analysis and discussions, personality, creativity, and innovation significantly influence teacher performance at SMPN 1 Pagai Utara Selatan, both partially and simultaneously. The validity and reliability test results show that all instrument items used in this study are valid and reliable, so they are suitable for measuring research variables.

The normality test shows that the data typically follows a normal distribution. The multicollinearity test did not show any relationship between independent multicollinear variables, and the heteroscedasticity test showed no symptoms of residual variance inhomogeneity. The results of the t-test showed that personality (X_1), creativity (X_2), and innovation (X_3) partially had a positive and significant effect on teacher performance (Y). Furthermore, the results of the F test prove that the three independent variables simultaneously have a significant effect on the dependent variable. The determination coefficient (R^2) of 0.793 shows that the model can explain 79.3% of the variation in teacher performance through these three variables.

Thus, this study's findings confirm the importance of personality development, increased creativity, and the application of innovation in improving educators' performance. Therefore, schools should actively develop training and coaching programs that support these three aspects to improve education quality sustainably.

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