

# THE RELATIONSHIP OF PERSONAL COMPETENCIES AND TEACHING CREATIVITY IN SUNDAY SCHOOL TEACHERS AT THE BATAK KARO PROTESTANT CHURCH (GBKP) YOGYAKARTA

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**Abstract.** This research aims to: (1) determine the personality competency of Sunday school teachers at the Batak Karo Protestant Church (GBKP) Yogyakarta, (2) determine the description of the creativity of Sunday school teachers at the Batak Karo Protestant Church (GBKP) Yogyakarta, (3) determine whether there is or not The relationship between personality competence and teaching creativity among Sunday school teachers at the Batak Karo Protestant Church (GBKP) Yogyakarta. This is proven by the results of simple linear regression hypothesis test calculations with a significance level of  $<.001b$ . In the coefficient of determination for column R, there is a value of 0.791 (79.1%). Meanwhile, the remaining 20.9% is influenced by other variables outside the research. It can be interpreted that personality competence can simultaneously influence teaching creativity in Sunday school teachers by 79.1%.

**Keywords:** teaching creativity, personality competency, sunday school teacher.

## INTRODUCTION

Education is a process that involves various pathways, both formal and non-formal. Non-formal education, as regulated by Law No. 2/1989, includes education conducted outside formal schools, which is flexible and not necessarily structured hierarchically. In the educational process, teachers play a vital role as facilitators supporting the optimal development of learners. One of the key factors determining the success of learning is teachers' creativity in teaching, which combines traditional teaching methods with innovative approaches (Mauladani, 2020). Creativity in teaching reflects the teacher's ability to create a pleasant and inspiring learning atmosphere. Creative teachers are more capable of recognizing students' potential, applying varied teaching methods, and fostering moral and intellectual development. Conversely, a lack of creativity in teaching often results in monotonous and less effective learning experiences. This underscores the significance of creativity as a critical factor in education success, particularly in non-formal settings such as Sunday school (Ajeng Retno Utami & Suhendri, 2019).

Creativity, according to Munandar (1997), is the tendency to enrich oneself by realizing one's potential, the need for growth, and expressing all of one's abilities. Creativity arises from an individual's intrinsic drive, knowledge, and abilities (Fakhriyani, 2016). Additionally, creativity can be seen as a form of renewal, transforming something that already exists into something unique and new (Semiawan in Fakhriyani, 2016). Sigmund Freud (in Rahayu, 2022) explained that the creative process is a defense mechanism of the subconscious, aimed at avoiding unpleasant or unacceptable ideas. While some defense mechanisms can hinder creativity, sublimation is considered the main driver of creativity. Munandar (1997) further stated that creativity can be explained through four key aspects, known as the "Four P's of creativity": person, process, press, and product, which reflect an individual's abilities, creative stages, motivation, and the result of the creative process.

Creative teaching, as part of a teacher's pedagogical competence, is the ability to develop new ideas and improve existing approaches to make them more innovative and effective. Gardiner (in Juandi & Sontani, 2017) emphasizes the importance of creativity in teaching as a key component of a teacher's skills. Creative teaching involves using techniques that make the classroom environment more enjoyable and engaging, which in turn encourages students to become more active in the learning process (Samira, in Juandi & Sontani, 2017). Munandar (in Juandi & Sontani, 2017) also noted that creative teaching is essential for creating dynamic learning experiences that motivate students. This demonstrates how creativity, both in everyday life and in teaching, can be used to design new and more effective experiences. In the context of non-formal education, Sunday school teachers at the Batak Karo Protestant Church (GBKP) in Yogyakarta face several challenges, including maintaining children's attention, adapting teaching materials to their level of understanding, and delivering lessons in a relevant and engaging manner. Observations and interviews reveal that a lack of teaching creativity, such as repetitive use of teaching methods and media, is one of the primary challenges faced by Sunday school teachers.

This study focuses on the relationship between personality competence and teaching creativity among Sunday school teachers at GBKP Yogyakarta. As defined in Law No. 14/2005, personality competence includes emotional stability, wisdom, and authority. This competence plays a critical role in fostering positive interactions and serving as a role model for learners. Drawing on constructivist theory, this research aims to explore how teachers can develop creative approaches to improve the quality of learning (Saputro & Pakpahan, 2021).

## RESEARCH METHOD

In this study, the subjects will be Sunday school teachers aged 17-40 years at the Batak Karo Protestant Church (GBKP) in Yogyakarta. The subjects are teachers who have already received a teaching appointment letter issued by the church. This research will be conducted at the Batak Karo Protestant Church (GBKP) in Yogyakarta, located at Jln. Monumen Yogya Kembali, Nandan 09/39 Sariharjo, Ngaglik, Sleman, DI Yogyakarta. This study will be conducted from Sunday, June 3, 2024, to Sunday, June 9, 2024. The research process will take place in a hybrid manner, where the researcher will distribute questionnaires via Google Forms shared through WhatsApp groups and personal chats. Additionally, reminders will be provided during routine Sunday school teacher activities. Over this one-week period, the researcher will allow respondents flexible time to complete the questionnaire.

This study employs a quantitative design with the following analytical methods: validity test and reliability test, followed by data categorization, normality test, and hypothesis testing using simple linear regression and linearity assumption testing. In this study, the researcher will use the SPSS Statistics version 29 application. This study uses the teaching creativity variable, which includes the following aspects: utilizing creativity in questioning, providing reinforcement, explaining, opening and closing lessons, facilitating small group discussions, managing the classroom, teaching small groups and individuals, and acting in accordance with norms and cultural values. Additionally, the personal competence variable to be measured includes: acting in accordance with the norms of religion, law, social, and national culture of Indonesia; presenting oneself as an honest, virtuous, and exemplary individual for students and society; displaying a steady, stable, mature, wise, and authoritative personality; demonstrating a strong work ethic, high responsibility, pride in being a teacher, and self-confidence.

## RESULT AND ANALYSIS

Based on the standard validity coefficient values, if the value p-value is  $<0.05$ , the instrument item is considered valid. However, if the p-value is  $>0.05$ , the item is deemed invalid. According to the calculations performed using IBM SPSS Statistics version 29, out of 76 statements items, 17 items were found to be invalid, and 59 items were valid. For variable 1, 3 items were invalid, while for variable 2, 14 items were invalid. Below is summary of the validity test results for valid invalid instruments items

The calculation of the reliability index meets the minimum threshold for the Cronbach's alpha test, which is  $> 0.6$ . Since the value shown in the table is 0.945, the instrument is considered reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.945	59

Tabel 1. Reliability test

Assumption checks					
Shapiro-Wilk Test for Bivariate Normality					
			Shapiro-Wilk	p	
Personal Competencies	-	Teaching Creativity	0.967	0.316	

Tabel 2. Normality test

Based on the normality test results, the significance value is 0.316, which is greater than 0.05. Therefore, it can be concluded that the residual values are normally distributed.

Pearson's Correlations					
Variable		Personal Competencies	Teaching Creativity		
1. Personal Competencies	Pearson's r	—			
	p-value	—			
2. Teaching Creativity	Pearson's r	0.791***			
	p-value	$< .001$			

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

Tabel 3. Simple Linear Regression Hypothesis

The results of the hypothesis testing for linear regression in the table show a significance level of 0.001b, which is  $<0.05$ . In the R column of the coefficient of determination, a value of 0.791 (79.1%) is observed. The remaining 20.9% (calculated as  $100\% - 79.1\%$ ) is influenced by other variables outside the scope of this study. This indicates that teaching creativity simultaneously influences the personal competence of Sunday school teachers by 79.1%.

### 1.1 ANALYSIS

This study aims to determine the relationship between personal competence and teaching creativity among Sunday school teachers at the Batak Karo Protestant Church (GBKP) Yogyakarta. Based on the data obtained, it can be concluded that there is a significant positive influence of Variable X, teaching creativity, on Variable Y, personal competence. This is evidenced by the results of the

simple linear regression hypothesis test, which show a significance level of  $0.001b < 0.05$ . In the R column of the coefficient of determination, a value of 0.791 (79.1%) is observed. This indicates an influence of Variable X on Variable Y. In other words, there is an influence of teaching creativity on personal competence. As stated by Mulyasa (2015), a creative teacher is one who possesses competencies that meet the established minimum standards. A creative teacher can be a pleasant and favored figure among students. Munandar (1997) defines creativity through four aspects, commonly referred to as the "Four P's of Creativity": Person refers to three psychological components: an individual's ability to learn, their thinking ability, and their personality, process refers to the stages or steps involved in the creative process, press refers to the motivation to combine existing elements into something unique and rare, product refers to the outcome produced by one's creative thinking. It can be concluded that a teacher's creativity significantly influences their personality.

Teaching the current generation is quite complex, so a teacher must be able to provide creative and innovative learning, so that it will improve the quality of learning (Bryakova, 2020). This is in line with Bakhru's research (2017) that the progress of the era requires teachers to be able to have creative personal competencies, focus on students, and be able to teach effectively with various interesting learning scenarios. Teachers have an important role both directly and indirectly, one important aspect that teachers need to have is personality competence. In fact, based on Widodo's research (2021) personality competence plays an important role in teaching effectiveness. A teacher who is creative in teaching will be more easily accepted by students, because this teaching method is able to develop students' skills and potential optimally (Kizi, 2021).

Cahyani & Andriani (2014) state that personality is a determining factor in whether a teacher has become a good educator or not. Pentury (2017) explains that in several studies, teachers' personality competencies were found to have a positive correlation with creativity in teaching. Teachers with adaptive and flexible personalities are better able to develop innovative teaching methods that enhance students' interest and motivation in learning. A teacher with appropriate personal competence can apply suitable methods, especially in managing the classroom environment to make it conducive, creative, and enjoyable, which can ultimately enhance student motivation. Therefore, personal competence is essential in the learning process. This proves that teaching creativity significantly affects a teacher's personal competence. The theories of teaching creativity and personal competence mentioned above are grounded in the constructivism theory, which posits that all knowledge is constructed and not merely perceived. The researcher found a connection between the theories they had read and the constructivism theory proposed by Jean Piaget (in Saputro & Pakpahan, 2021), which focuses on an individual's knowledge and intellectual development. Constructivism is understood as the process of forming an individual's understanding and knowledge. When related to teaching creativity, a teacher must have new ideas and perspectives to elaborate on existing concepts and make them more varied. When linked to personal competence, it is also highly relevant because a teacher must be able to build a good character to serve as a role model for the students.

## CONCLUSION

The description of personal competence among Sunday school teachers at the Batak Karo Protestant Church (GBKP) Yogyakarta is categorized as very high, with a percentage of 51%, representing 19 Sunday school teachers. This is supported by the presence of personal competence indicators that have been established by the National Education Standards. The description of teaching creativity among Sunday school teachers at GBKP Yogyakarta is categorized as high, with a percentage of 49%, representing 18 Sunday school teachers. This is supported by the presence of aspects of teaching creativity. There is a relationship between the personal competence of the teachers and their teaching creativity. This is evidenced by the results of the simple linear regression hypothesis test, which shows a significance level of  $0.001b < 0.05$ . In the coefficient of determination column (R), a value of 0.791 (79.1%) is observed. This indicates a relationship between Variable X and Variable Y. In other words, there is a relationship between personal competence and teaching creativity.

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