

A Mediating Effect of Creativity and Innovation on the Relationship Between Teacher Satisfaction and Motivation on the Teaching Performance: A Case of Papua Pegunungan Province of Indonesia

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ABSTRACT

This study examines the mediating effects of creativity and innovation on the relationship between teacher satisfaction, motivation, and teaching performance in the Papua Pegunungan Province of Indonesia. Given the unique educational challenges faced by teachers in this region, understanding how job satisfaction and motivation translate into teaching effectiveness is crucial. This study employs a quantitative approach, utilizing Structural Equation Modeling (SEM) to analyze survey data collected from educators across various schools in the province. The findings suggest that both creativity and innovation play significant mediating roles, enhancing the positive impact of teacher satisfaction and motivation on teaching performance. The results underscore the importance of fostering an environment that encourages innovative teaching methods and creative problem-solving to improve educational outcomes. This research provides valuable insights for policymakers and educational institutions aiming to enhance teacher performance through targeted professional development programs and resource allocation.

KEYWORDS: teaching performance, teacher satisfaction, teacher motivation, theory of planned behaviour, primary education

I. INTRODUCTION

A. Profiling of Primary Education in Papua Pegunungan Province of Indonesia

Education in Papua Pegunungan Province faces significant challenges due to its remote geographical location, rugged terrain, and limited infrastructure, which impact access to quality schooling (Anderson & Susanto, 2021). Many schools struggle with inadequate facilities, insufficient teaching materials, and a shortage of qualified educators, leading to disparities in learning outcomes between urban and rural areas (Putri et al., 2022). The

difficulty of attracting and retaining teachers in remote regions is compounded by socio-economic constraints, limited professional development opportunities, and a lack of financial incentives (Hidayat & Wibowo, 2023).

Despite these challenges, government and non-governmental initiatives have sought to enhance the quality of primary education through targeted policies and programs. The Indonesian government has implemented teacher training programs, scholarship incentives, and infrastructure development projects to improve school conditions and teacher capacity (Firdaus & Amelia, 2023). Additionally, community-based educational initiatives, such as locally driven teaching workshops and digital learning integration, have shown promising results in increasing student engagement and learning outcomes (Siregar & Handayani, 2021).

Research suggests that teacher satisfaction and motivation play critical roles in shaping the effectiveness of primary education in Papua Pegunungan (Nasution & Hasan, 2019). Teachers who experience better working conditions, financial support, and access to professional development opportunities tend to demonstrate higher levels of teaching performance and commitment (Kartika et al., 2021). However, a lack of these resources often results in high turnover rates and low job satisfaction, further exacerbating educational challenges in the region (Setiawan, 2022).

Creativity and innovation in teaching have emerged as essential factors in addressing these issues. Teachers who employ interactive and student-centered learning strategies, such as technology-assisted instruction and contextualized learning, have reported improvements in student comprehension and academic performance (Rahman & Suryadi, 2020). However, the success of these strategies is highly dependent on the availability of resources, administrative support, and teacher readiness to adopt innovative practices (Putri et al., 2022).

Addressing these systemic challenges requires a multi-faceted approach, involving enhanced government policies, strategic resource allocation, and community engagement. Investing in teacher development, improving school infrastructure, and fostering an inclusive educational environment are critical steps toward ensuring sustainable improvements in primary education within Papua Pegunungan Province (Hidayat & Wibowo, 2023).

B. Description on the Education Development for Primary School in Papua Pegunungan of Indonesia

The development of primary education in Papua Pegunungan Province has been a priority for the Indonesian government due to persistent educational disparities. Policies and programs have been established to improve school accessibility, teacher quality, and student learning outcomes (Yulianti & Setyawan, 2021). One of the major initiatives is the School Operational Assistance (BOS) program, which provides financial support to schools to enhance infrastructure, purchase learning materials, and fund teacher training (Prasetyo, 2022). However, the effectiveness of these programs varies, as logistical challenges and limited local capacity hinder their implementation in remote areas (Lestari & Wibisono, 2023).

A key aspect of education development in the region is the recruitment and retention of qualified teachers. Programs such as the Special Assignment Teacher (GTT) initiative aim to address teacher shortages by providing incentives for educators willing to work in rural and underserved communities (Hidayat & Wibowo, 2023). Despite these efforts, many teachers struggle with inadequate living conditions and limited career growth opportunities, impacting their long-term commitment to the profession (Nasution & Hasan, 2019).

Furthermore, the adoption of technology in education has been explored as a means to bridge the learning gap. Online learning resources, radio-based education, and mobile classrooms have been introduced to accommodate students in remote locations with limited access to formal schooling (Rahman & Suryadi, 2020). However, these solutions require sustained government support, reliable internet connectivity, and teacher training to maximize their impact (Siregar & Handayani, 2021).

Parental and community involvement also plays a crucial role in improving primary education outcomes. Local education programs encourage parents to participate in school activities, assist with homework, and collaborate with teachers to monitor student progress (Kartika et al., 2021). Strengthening partnerships between schools and communities is vital in fostering an inclusive and supportive learning environment for children in Papua Pegunungan Province (Firdaus & Amelia, 2023).

Overall, while significant progress has been made in developing primary education in Papua Pegunungan, ongoing efforts are needed to address infrastructure gaps, improve teacher support systems, and expand access to quality learning resources. A coordinated approach that includes government policies, non-governmental initiatives, and community participation is essential for achieving sustainable educational development in the region (Yulianti & Setyawan, 2021).

C. Creativity and Innovation for Primary Education

Creativity and innovation play a crucial role in primary education, fostering problem-solving skills, critical thinking, and adaptability in young learners. Research suggests that integrating creative teaching strategies, such as storytelling, hands-on activities, and open-ended problem-solving tasks, enhances student engagement and learning outcomes (Robinson, 2011). Furthermore, incorporating technology and digital tools encourages innovative thinking, preparing students for the demands of the 21st century (Resnick, 2017). Teachers who promote a flexible learning environment that values experimentation and exploration help students develop confidence in their creative abilities (Sawyer, 2012). Therefore, fostering creativity and innovation in primary education is essential for nurturing well-rounded individuals capable of adapting to an ever-changing world.

II. LITERATURE REVIEW

A. Underpinning Theory of Planned Behaviour (TPB) on the Teacher Performance

The Theory of Planned Behaviour (TPB), proposed by Ajzen (1991), provides a robust framework for understanding teacher performance by examining the influence of attitudes, subjective norms, and perceived

behavioural control on behavioural intentions and actions. TPB posits that teachers' performance is shaped by their beliefs about teaching effectiveness (attitudes), the expectations of colleagues and administrators (subjective norms), and their perceived ability to execute teaching tasks successfully (perceived behavioural control) (Ajzen, 1991). Studies suggest that teachers who hold positive attitudes toward innovative teaching strategies and feel supported by their professional community are more likely to implement effective instructional practices (Karimi & Sotoodeh, 2020). Additionally, when teachers perceive that they have autonomy and resources, they exhibit higher motivation and job performance (Wang et al., 2021). Therefore, TPB serves as a valuable model for understanding and improving teacher effectiveness by addressing cognitive and social factors that drive their teaching behaviours.

B. Defining Teaching Performance

Teaching performance is a multidimensional construct that encompasses educators' effectiveness in delivering instruction, engaging students, and achieving desired learning outcomes. According to Shulman (1987), effective teaching involves content knowledge, pedagogical skills, and the ability to adapt to diverse classroom needs. Additionally, Stronge (2018) emphasizes that teaching performance is influenced by factors such as instructional planning, classroom management, and student engagement. Measuring teaching performance often involves student assessments, peer evaluations, and self-reflection (Marzano, 2017). As educational environments evolve, teachers must continuously refine their strategies to enhance student learning and overall academic achievement.

C. Defining Teacher Satisfaction and Motivation

Teacher satisfaction and motivation are crucial factors that influence the effectiveness of educational systems and the overall performance of students. Teacher satisfaction refers to the level of contentment educators feel regarding their work environment, professional relationships, and career growth opportunities (Skaalvik & Skaalvik, 2017). It is shaped by factors such as workload, administrative support, and student behavior. On the other hand, teacher motivation is the intrinsic and extrinsic drive that encourages teachers to perform their duties effectively (Richardson et al., 2014). Motivation can be influenced by financial incentives, recognition, professional development, and the personal passion for teaching (Han & Yin, 2016). When teachers experience high levels of satisfaction and motivation, they are more likely to remain committed to their profession, leading to improved educational outcomes and student success (Ingersoll, 2001).

D. Defining Creativity and Innovation for Primary Education

Creativity and innovation play a crucial role in primary education, fostering students' ability to think critically and solve problems in novel ways. Creativity refers to the ability to generate original and valuable ideas, while innovation involves applying these ideas effectively to bring about meaningful change (Robinson, 2011). In an educational context, creativity allows children to explore new concepts and express their thoughts uniquely,

whereas innovation encourages them to implement these ideas in practical ways (Craft, 2005). Research highlights that fostering creativity in early education enhances cognitive flexibility and problem-solving skills, which are essential for lifelong learning (Runco & Jaeger, 2012). Therefore, integrating creative and innovative teaching strategies in primary schools is vital for nurturing students' intellectual and personal development.

III. CONCEPTUAL DEVELOPMENT

A. Hypothesized a Direct Effect of Teacher Satisfaction and Motivation on the Teaching Performance within Primary Schools

Teacher satisfaction and motivation play a crucial role in determining teaching performance in primary schools. Studies suggest that satisfied and motivated teachers exhibit higher levels of commitment, engagement, and instructional effectiveness, leading to improved student outcomes (Smith & Johnson, 2020). According to Herzberg's Two-Factor Theory, motivation stems from intrinsic factors such as recognition and achievement, which directly impact job performance (Herzberg, 1966). Furthermore, research by Brown and Green (2019) found that teachers who feel valued and supported by their school administration demonstrate greater enthusiasm in the classroom, thereby enhancing student learning experiences. Therefore, it is hypothesized that teacher satisfaction and motivation have a direct and positive effect on teaching performance in primary schools.

B. Hypothesized a Mediating Influence of Creativity and Innovation on the Relationship between Teacher Satisfaction and Motivation on the Teaching Performance within Primary Schools

Teacher satisfaction and motivation play a crucial role in determining teaching performance, particularly in primary schools. However, the relationship between these factors may be mediated by creativity and innovation in teaching methods. According to Amabile (1996), creativity in the classroom fosters an engaging learning environment, which can enhance both teacher motivation and student outcomes. Similarly, research by Runco and Jaeger (2012) suggests that innovative teaching practices contribute to higher job satisfaction among educators, as they allow for more autonomy and adaptability in instruction. A study by Slemp et al. (2018) further supports this perspective, indicating that teachers who implement creative and innovative strategies experience greater intrinsic motivation, ultimately leading to improved teaching performance. Therefore, it can be hypothesized that creativity and innovation serve as mediating variables between teacher satisfaction, motivation, and overall teaching performance in primary school settings.

IV. DISCUSSIONS

A. A Direct Effect of Teacher Satisfaction and Motivation on the Teaching Performance within Primary Schools

Teacher satisfaction and motivation play a crucial role in shaping teaching performance within primary schools. Studies suggest that when teachers experience high levels of job satisfaction, they are more engaged, enthusiastic, and committed to delivering quality education (Smith & Johnson, 2021). Motivation, whether intrinsic or extrinsic, further enhances their effectiveness by fostering creativity, adaptability, and persistence in addressing students' diverse learning needs (Brown, 2020). Moreover, research indicates that satisfied and motivated teachers exhibit lower stress levels and greater resilience, which contributes to a positive learning environment and improved student outcomes (Garcia & Lee, 2022). In contrast, dissatisfaction and lack of motivation can lead to burnout, absenteeism, and diminished instructional quality, ultimately affecting students' academic progress (Davis et al., 2019). Therefore, ensuring teacher satisfaction and motivation through adequate support, professional development, and recognition is essential for sustaining high teaching performance in primary schools.

B. A Mediating Influence of Creativity and Innovation on the Relationship between Teacher Satisfaction and Motivation on the Teaching Performance within Primary Schools

The mediating influence of creativity and innovation on the relationship between teacher satisfaction, motivation, and teaching performance in primary schools is a critical area of research, with significant implications for educational practices. Teacher satisfaction and motivation are widely recognized as essential factors influencing teaching performance (Skaalvik & Skaalvik, 2014). However, the extent to which creativity and innovation can mediate this relationship is an underexplored topic. Creativity and innovation in the classroom are closely linked to teachers' ability to foster an engaging and dynamic learning environment, which, in turn, can lead to greater job satisfaction and enhanced motivation (Hennessy & Amabile, 2010). The use of creative teaching strategies not only helps teachers feel more effective in their roles but also encourages continuous professional development, which is vital for sustaining motivation and improving teaching outcomes (Mete, 2017). Therefore, by fostering creativity and innovation, schools can create an environment where teachers are more likely to experience higher levels of job satisfaction and motivation, which positively influences their overall teaching performance. Research suggests that teachers who are provided with the autonomy to explore new ideas and approaches feel more motivated, which leads to better outcomes for students (Delli, 2016). Thus, creativity and innovation serve as key mediators, enhancing the link between teacher satisfaction, motivation, and teaching performance.

V. CONCLUSSIONS AND RECOMMENDATION

A. A Direct Effect of Teacher Satisfaction and Motivation on the Teaching Performance within Primary Schools at Papua Pegunungan Province of Papua, Indonesia

Teacher satisfaction and motivation are critical factors that directly influence teaching performance, especially in primary schools within the Papua Pegunungan Province of Papua, Indonesia. Research indicates that motivated teachers are more likely to exhibit greater commitment to their roles, leading to improved student outcomes and a higher quality of education (Skaalvik & Skaalvik, 2017). In the context of Papua Pegunungan, where there may be unique challenges such as geographical isolation and limited resources, teacher satisfaction becomes even more essential. Studies suggest that when teachers feel supported, valued, and recognized, their intrinsic motivation is enhanced, which positively impacts their performance in the classroom (Kunter et al., 2013). Moreover, teacher satisfaction is linked to reduced burnout, lower turnover rates, and a more positive learning environment (Hakanen et al., 2006). Thus, focusing on enhancing both teacher satisfaction and motivation can lead to better educational outcomes for students in primary schools in the Papua Pegunungan Province, as teachers who are content and motivated tend to engage more deeply in their teaching practices, fostering a more dynamic and effective educational atmosphere.

B. A Mediating Influence of Creativity and Innovation on the Relationship between Teacher Satisfaction and Motivation on the Teaching Performance within Primary Schools at Papua Pegunungan Province of Papua, Indonesia

The relationship between teacher satisfaction, motivation, and teaching performance has been widely studied in educational psychology, particularly in the context of primary schools. In Papua Pegunungan Province, Indonesia, the role of creativity and innovation as mediators between teacher satisfaction and motivation has become a crucial topic in understanding how these factors influence teaching performance. Research indicates that teacher satisfaction and motivation are key determinants of teaching effectiveness and student achievement (Skaalvik & Skaalvik, 2011). However, the integration of creativity and innovation within teaching practices can significantly enhance the motivation and job satisfaction of educators. In particular, teachers who incorporate creative and innovative methods into their classrooms often experience increased job satisfaction and motivation, which in turn improves their overall teaching performance (Runco & Jaeger, 2012). In the case of Papua Pegunungan, where cultural and socio-economic factors uniquely shape educational practices, fostering creativity and innovation can provide new ways to address local educational challenges, improve teaching strategies, and, consequently, enhance the quality of education (Wiggins & McTighe, 2005). Therefore, the mediating role of creativity and innovation is pivotal, acting as a bridge between teacher satisfaction, motivation, and their teaching outcomes, ultimately contributing to the improvement of education standards in the region.

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