

The Relationship Between Self-Training on (Ruang GTK) and Teacher Creativity in Learning with the Performance of SMP Teachers in Walantaka District, Banten Province

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Abstract	Article Info
Education plays a pivotal role in shaping competitive and high-quality human resources. In this process, teachers serve as key agents of change whose performance significantly impacts educational outcomes. However, the performance of junior high school teachers in Walantaka District, Serang City remains suboptimal, marked by inadequate lesson planning, limited technology integration, and low creativity in instructional strategies. This study aims to examine the relationship between self-directed training on the Ruang GTK platform and teacher creativity in learning with overall teacher performance. Employing a quantitative correlational method, data were collected from 54 teachers selected using purposive sampling from three public junior high schools. The study used questionnaires and analysed the data with linear regression and correlation analysis via SPSS. The results revealed a strong positive correlation between self-training and teacher performance ($r = 0.623$, $p < 0.05$), as well as between teacher creativity and performance ($r = 0.580$, $p < 0.05$). Additionally, the joint influence of both variables showed a significant effect on teacher performance ($R = 0.703$; $R^2 = 0.494$). The novelty of this study lies in integrating a digital self-training platform (Ruang GTK) and pedagogical creativity as joint predictors of teacher performance an approach that has rarely been quantitatively assessed in the Indonesian educational context. The original contribution of this study is the empirical evidence supporting Ruang GTK as a scalable solution to teacher development, especially where conventional training access is limited. In conclusion, optimizing self-training and fostering creativity can serve as a strategic framework to enhance teacher competence and, ultimately, improve the quality of learning and education.	Article History <i>Received :</i> April 05, 2025 <i>Revised :</i> July 20, 2025 <i>Accepted :</i> August 31, 2025 Keywords: Teacher Creativity, Self-Training, Learning Performance

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INTRODUCTION

. Education plays a crucial role in the development of a nation. Through education, future generations are equipped with knowledge, skills, and moral values that shape their character and competence as responsible citizens. Teachers are professional educators who hold a strategic role in improving the quality of education. According to Law Number 14 of 2005 on Teachers and Lecturers, teachers are required to carry out core responsibilities including educating, teaching, guiding, directing, training, assessing, and evaluating students. To perform these duties effectively, teachers must possess professional, pedagogical, personal, and social competencies that are

continuously developed in a sustainable manner. Teachers are professional educators who dedicate themselves to imparting knowledge, educating, guiding, and training students to support their optimal development (Aulia et al., 2023). As the spearhead of the learning process, teachers are not only responsible for delivering lessons but also for mentoring, inspiring, and instilling a lifelong learning spirit. The success of the learning process greatly depends on the teacher's ability and dedication to creating a conducive and innovative learning environment.

Teacher performance, as regulated in the Directorate General of Teachers and Education Personnel Regulation No. 7607/B. B1/HK.03/2023 concerning technical guidelines for managing teacher performance, includes: (1) planning, (2) implementation, (3) assessment of learning, (4) mentoring and training students, and (5) carrying out additional duties. Therefore, optimal teacher performance reflects professionalism in fulfilling their responsibilities, from planning and implementation to learning evaluation. Teachers with good performance are capable of creating effective and engaging learning experiences for students, supporting both their academic and character development, improving student learning outcomes through proper assessments, and carrying out additional responsibilities to support school progress. However, based on preliminary observations in public junior high schools (SMP Negeri) in Walantaka District, Serang City, it was found that teacher performance is still not optimal. Several issues were identified, including inadequate preparation in lesson planning, limited skills in using educational technology, low work discipline, incomplete assessment administration, and the continued dominance of conventional teaching methods. These conditions may reduce the effectiveness of the learning process and negatively impact the achievement of student competencies.

Therefore, to address the various challenges faced by teachers such as inadequate lesson planning, limited use of technology, and insufficient creativity in the learning process strategic efforts are needed that focus on enhancing training and fostering teacher creativity in teaching. According to a study conducted by Audah (2020), training has a significant influence on teacher performance at SMA Muhammadiyah Martapura. Furthermore, research by Sulistiawati and Rahman (2017) demonstrated that teacher creativity is correlated with teacher performance at Al-Madinah Integrated Islamic School in Cibinong. These findings indicate that both training and teacher creativity in the learning process are associated with improvements in teacher performance.

However, not all teachers have equal opportunities to participate in training, particularly because most training is conducted offline and faces limitations such as restricted space and limited budgets provided by the organizers. As a result, only teachers who receive invitations from the relevant institutions are able to attend these training sessions. To address this issue, the Ministry of Education and Culture introduced self-paced training on the GTK room, previously known as the Merdeka Mengajar Platform (PMM). The Self-Training on the GTK room is a digital platform designed to provide online and independent training for teachers across Indonesia. It aims to improve their professional and pedagogical competencies in a flexible manner, provided they have an active guru.belajar.id email account and a stable internet connection. By participating in this self-paced training, teachers are expected to be better prepared in developing teaching materials, improving discipline, mastering educational technology, and becoming more skilled in managing assessment administration.

In addition, teacher creativity in the learning process is a crucial aspect in improving teacher performance, as it enables the creation of innovative, engaging, and

student-centered learning experiences. Creative teachers are able to adapt various teaching methods and strategies, such as project-based learning, the use of digital media, and collaborative approaches to enhance student interaction in the classroom. This creativity plays a role in creating a more effective and enjoyable learning environment, which positively impacts students' motivation and understanding of the subject matter. Beside to improving student learning outcomes, creativity is also an important indicator in assessing teacher performance in carrying out their duties. In line with this, a study by Lindawati et al. showed that teacher creativity had a positive and significant influence on the performance of entrepreneurship education (PKWU) teachers in public and private high schools in Pekanbaru, with an effect size of 45.1%. This emphasizes that the more creative a teacher is, the better their performance in the teaching process (Lindawati, 2022). On the other hand, a study by Prasetyawati showed that the use of cooperative learning methods as a form of teacher creativity in teaching had a positive impact on student participation, interaction, quiz and test results, as well as group work performance (Prasetyawaty, 2021). A teacher's creativity in designing and applying innovative learning methods is a key indicator of good performance, as it demonstrates the ability to manage the classroom effectively, increase student engagement, and improve learning outcomes. All of these aspects are important components in evaluating teacher performance, making the enhancement of teacher competence and creativity a critical step in creating innovative and high-quality education.

The combination of independent training and teacher creativity will have a significant impact on improving teacher performance. Teachers who possess good skills and creativity are better able to deliver content effectively, enhance student participation, and achieve optimal learning outcomes. Therefore, independent training in Ruang GTK and the development of teacher creativity are two complementary aspects in efforts to improve the quality of learning and teacher performance in the classroom. Research by Supardi shows that teachers who participate in training through PMM, which is now renamed Ruang GTK, are better able to apply innovative teaching strategies compared to those who only attend traditional training (Supardi, 2025). In line with this, research by Dela Marisana et al. reveals that the flexibility of time in independent training allows teachers to tailor their teaching to meet students' needs more personally (Marisana, 2023). Additionally, the study by Widiastuti et al. confirms that PMM, which is now renamed Ruang GTK, is a technological platform that supports teachers in teaching with the Merdeka Curriculum, improving competencies, and developing their careers (Widiastuti et al., 2023). With these findings, it is important to optimize independent training through Ruang GTK to effectively support the overall improvement of teacher performance.

Based on these observations, the researcher aims to analyze the relationship between independent training in Ruang GTK and teacher creativity in teaching with teacher performance at junior high schools in Walantaka District, Serang City. By understanding this relationship, it is expected that effective strategies can be found to improve teacher performance through strengthening independent training and developing creativity in teaching. As a result, teachers will be more skilled in preparing teaching materials, managing classrooms effectively, applying innovative teaching methods, and improving student learning outcomes, ultimately contributing to the improvement of education quality in schools. So, the research questions in this study are as follows: 1) Is there a relationship between independent training in Ruang GTK and the performance of junior high school teachers in Walantaka District, Serang City? 2) Is there

a relationship between teacher creativity in teaching and the performance of junior high school teachers in Walantaka District, Serang City? 3) Is there a combined relationship between independent training in Ruang GTK and teacher creativity in teaching with the performance of junior high school teachers in Walantaka District, Serang City? The objectives of this study are: 1) to analyze the relationship between independent training in Ruang GTK and the performance of junior high school teachers in Walantaka District, Serang City. 2) to analyze the relationship between teacher creativity in teaching and the performance of junior high school teachers in Walantaka District, Serang City. 3) to analyze the combined relationship between independent training in Ruang GTK and teacher creativity in teaching with the performance of junior high school teachers in Walantaka District, Serang City.

According to the KBBI (Indonesian Dictionary), "kinerja" has three meanings: something achieved, the performance shown, and work capability (related to equipment). Teacher performance is a crucial aspect in the field of education because it reflects how well a teacher carries out their role in supporting the achievement of learning objectives. Teacher performance cannot only be measured by the final results but also by the entire process conducted in the teaching and learning activities. In this regard, teacher performance includes three main aspects: lesson planning, the implementation of teaching and learning activities, and evaluation of students' learning outcomes (Afrianta, 2020). These three aspects emphasize that teacher performance reflects the teacher's active and comprehensive involvement in the educational process. Furthermore, teacher performance is viewed as the work results achieved by an educator in accordance with their duties and responsibilities in efforts to achieve educational goals in schools or madrasas (Ashlan et al., 2021). This indicates that teacher performance is productive and directed towards the achievement of the educational institution's goals. In line with this, performance is also defined as the achievement of an individual's work results according to the responsibilities carried out to achieve the organization's goals (Arifin et al., 2022). Thus, in the context of schools, teachers, as part of the educational organization, are responsible for producing performance that supports the achievement of the institution's mission. Teacher performance is closely related to how teachers carry out their roles, functions, and responsibilities in the learning process (Alfathan and Winata, 2022). This means that, in addition to being result-oriented, performance also includes the consistent implementation of professional duties. Teacher performance can also be seen as the tangible work shown in accordance with their roles and responsibilities to achieve the established learning objectives (Sulistiawati et al., 2017).

In other words, performance does not stand alone, but is a direct implementation of a teacher's professional commitment in the teaching process. In general, performance can be understood as the output of the execution of tasks that are the responsibility of an individual in a given position (Izzah et al., 2023). In this case, the teaching position demands tangible work results as a form of accountability for the duties being carried out. Moreover, teacher performance also reflects a combination of knowledge, skills, values, and attitudes applied in carrying out the duties and functions as an educator. This is evident from the actions, appearance, and work results of teachers both inside and outside the classroom (Joen et al., 2022). Therefore, teacher performance is not only technical, but also reflects integrity and overall professional competence. Finally, teacher performance can be described as the teacher's ability to carry out their duties and responsibilities during the teaching process (Muspawi, 2021). This emphasizes that performance is not just about the end result, but also includes the quality of the

educational process itself. Therefore, overall, teacher performance is the outcome of a series of professional actions, skills, and responsibilities carried out consistently to support the achievement of learning and educational goals.

In general, training is a learning process designed to develop an individual's skills, knowledge, and attitudes to improve their performance and productivity in the work environment (Sulistiyarini et al., 2018). Training is typically conducted by an organization or company to enhance employees' abilities, both in terms of knowledge and attitudes, so they can perform their jobs more effectively (Hermawati et al., 2021). Training is also a planned process aimed at changing attitudes, knowledge, or behavior to acquire expertise gained through experience, leading to more effective performance (Gustiana, 2022). In the context of self-directed training, the term "self-directed" in the Kamus Besar Bahasa Indonesia (KBBI) means being able to stand alone or not rely on others. Therefore, self-directed training can be understood as a form of training where individuals have full autonomy in organizing and carrying out the learning process without directly depending on an instructor or facilitator. This concept aligns with self-directed learning, as proposed by Stephen D. Brookfield, who states, "Self-directed learning is learning in which the conceptualization, design, conduct, and evaluation of a learning project are directed by the learner" (Brookfield, n.d.). It is defined as a form of learning where the learner actively directs the conceptualization, design, execution, and evaluation of their own learning. Self-directed learning is not always done in isolation; learners can engage in independent learning while still participating in group learning if they find it beneficial. Malcolm Knowles explains that the tendency to learn independently is a characteristic of adults, increasing with age. He also emphasizes that self-directed learning becomes an essential skill in the information age, where technological developments require individuals to continuously enhance their competencies (Knowles & Castro, 2019).

In the context of Self-Training in the GTK Room, the concept of self-directed learning is applied in the form of a flexible, digital-based learning system tailored to the needs of teachers and educational staff. This Self-Directed Training provides various materials designed to enhance teachers' professional competencies, including teaching strategies, the use of technology in learning, to improve professionalism and the development of teachers' pedagogical skills. This is also stated by Supardi in his journal, where he notes that digital-based training is not only effective in improving teachers' pedagogical and professional abilities but also offers flexibility, allowing teachers to learn according to their time and needs (Supardi, 2025). With unlimited access in terms of time and place, Self-Directed Training in the GTK Room enables teachers to continue learning and improving the quality of their teaching continuously, thus contributing to the improvement of the quality of education in Indonesia. Moreover, teacher creativity in teaching is one of the key elements that determines the quality of the learning process and student learning outcomes. Effective learning is learning that develops students' cognitive, affective, and psychomotor skills (Nulhakim et al., 2019). One of the current challenges in education is how to encourage students to think critically and creatively in solving problems, so educators are required to actively participate in the learning process. According to UU Sisdiknas Thn. 2003 Bab XI Pasal 40 Ayat 2, it is emphasized that educators and educational staff have the obligation to create a meaningful, enjoyable, and creative educational atmosphere. This shows that creativity is a fundamental aspect of learning. Teachers play a central role in creating quality learning experiences (Andriana et al., 2023). A creative teacher will be able to design innovative and engaging

learning processes, as well as stimulate students' interest and motivation to learn (Saodah, 2020). A creative teacher can develop new ideas and alternative approaches in teaching, guiding, assessing, and evaluating students (Irawan, 2022). This can be a factor in creating a conducive learning environment that supports the achievement of learning goals optimally. Several experts have stated that creativity is the process of modifying something that already exists into a new concept (Semiawan, 2009). In line with this, Iklimatul mentions in her journal that creativity is the ability to create something new, or in other words, creativity is also defined as improving something that already exists to make it better (Wardah et al., 2018).

In the context of teaching, teacher creativity is the ability to create a pleasant and meaningful learning environment, so that educational goals can be achieved (Rina et al., 2019). Today's educators must be able to support students' creative ideas in their learning (Lukman, 2022). Creative teachers are expected to develop pedagogical skills, life skills, values, and professional attitudes in line with the challenges of globalization (Fitriyani et al., 2021). Teaching creativity includes developing learning materials, creating an engaging atmosphere, and the ability to modify teaching methods to suit students' needs (Pentury, 2017). With the current development of technology, teacher creativity also plays a role in integrating digital media and information technology to support more interactive and effective learning (Cahyani et al., 2022). Teacher creativity does not emerge instantly, but is shaped through educational experiences, a supportive environment, and the willingness to continuously learn and innovate (Monawati & Fauzi, 2018). Thus, teacher creativity in teaching can be understood as the ability to think and act innovatively in designing, implementing, and evaluating learning, aimed at creating an enjoyable, effective, and relevant learning process. This creativity not only strengthens the achievement of learning objectives but also encourages students to grow as critical, independent, and creative individuals, in line with the demands of the times and technological developments. Therefore, this study aims to analyze the relationship between self-directed training in the GTK Room and teacher creativity in learning with teacher performance, particularly in the context of junior high schools in Walantaka District, Serang City. The goal is to determine whether optimizing digital self-training and fostering instructional creativity can serve as effective strategies to enhance teacher performance and improve the quality of learning outcomes—objectives which are strongly supported by the research findings.

METHOD

This study uses a quantitative approach, where the data is in the form of numbers and is analyzed using statistics (Sugiyono, 2017). This research falls under the category of correlational research, which aims to determine the relationship between self-directed training in the GTK space and teacher creativity in teaching with the performance of junior high school teachers in Walantaka District, Serang City, during the 2024-2025 academic year. In order to obtain the necessary data, the variables in this study need to be operationalized into measurable indicators that reflect the types of data and information required. The population is the area of generalization that consists of objects/subjects that have specific quantities and characteristics set by the researcher to be studied and from which conclusions are drawn (Sugiyono, 2016).

The population in this study consists of teachers from SMPN 18 Serang City, with a total of 37 teachers, SMPN 8 Serang City, with 53 teachers, and SMPN 19 Serang City, with 29 teachers. Therefore, the total number of teachers from these three public schools in

Walantaka District is 119 teachers. The sampling technique used by the researcher is Nonprobability Sampling. Nonprobability sampling is a sampling technique that does not provide an equal opportunity for each element or member of the population to be selected as a sample. The purposive sampling method, which is a technique for selecting samples based on specific considerations, is used. Using Slovin's formula, a sample size of 54 teachers from the three schools is obtained. The data collection instrument used in this study is a closed-ended questionnaire using the Likert Scale. The purpose of this questionnaire is to obtain an overview of the variables of self-directed training in the GTK Room, teacher creativity in teaching, and teacher performance.

RESULT AND DISCUSSION

Before the research is conducted, the initial step is to test the research instrument, which is the questionnaire or survey that has been prepared. This trial test aims to determine the validity (accuracy) and reliability (consistency) of the instrument. Thus, it can be ensured that the instrument used is capable of collecting data accurately in line with the variables being studied. Below are the results of the validity and reliability analysis for each research variable.

1. Validity Test: The instrument trial was conducted on 30 teachers from public junior high schools in Serang City who were not included in the main research sample. The data obtained from this trial were then analyzed using the SPSS program, version 24 for Windows.

2. Reliability Test: Reliability refers to the concept that the instrument used can measure something consistently over time. For the reliability test in this research, the SPSS program, version 24 for Windows, was used. A questionnaire instrument can be considered reliable if it has an alpha coefficient of ≥ 0.65 . The results of the instrument reliability test are briefly presented in the table below:

Table 1 Results of Instrument Reliability Test

No.	Variable	Cronbach's Alpha	Coefisien Alfa	Interpretation
1.	Self-Training in Ruang GTK	0,809	0,65	Reliabel
2.	Teacher Creativity in Learning	0,937	0,65	Reliabel
3.	Teacher Performance	0,832	0,65	Reliabel

Source: Primary Data Processed (2025)

Based on the results of the reliability test using the Cronbach's Alpha method, it shows that the research instruments have very good internal consistency. The Self-Training variable obtained a Cronbach's Alpha value of 0.809, Teacher Creativity 0.937, and Teacher Performance 0.832, all of which are well above the minimum reliability threshold of 0.65. This indicates that each instrument used in this study is reliable and consistent in measuring the aspects being researched. Therefore, the research instruments can be trusted and are suitable for collecting research data.

1. Pre-Analysis Test

1.1 Normality Test

The normality test is conducted to determine whether the data from each variable follow a normal distribution. The normality test used is the Kolmogorov-Smirnov (K-S) method. Data is considered normally distributed if the significance value (Sig.) for two-

tailed (2-tailed) is greater than the 5% significance level, or Sig. (2-tailed) > 0.05. The analysis is performed using SPSS (Statistical Package for the Social Sciences) version 24 for Windows. The results of the normality test are displayed in the following table:

Table 2
Results of the Kolmogorov-Smirnov (KS) Normality Test for Residual Values of Variables X1, X2, and Y.

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		54
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	5.28495491
Most Extreme Differences	Absolute	.058
	Positive	.045
	Negative	-.058
Test Statistic		.058
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the results of the normality test using the Kolmogorov-Smirnov (KS) method, the obtained Asymp. Sig. (2-tailed) value is 0.200. This value exceeds the significance threshold of 0.05, which serves as the reference for determining data normality. Therefore, it can be concluded that the data from the three research variables, namely self-directed learning (X1), teacher creativity (X2), and teacher performance (Y), show a normal distribution pattern. Thus, the data analysis process can proceed to the next stage, which is the correlation analysis between the research variables.

1.2 Linearity of Test

The purpose of the linearity test in this study is to determine whether there is a significant and linear relationship between the independent and dependent variables. This test is also an important prerequisite before conducting correlation or linear regression analysis. The decision-making in this test is based on the comparison of the significance value (Sig.) with the threshold value of 0.05. The results of the linearity test are presented in the following table:

a. a. Linearity Test of Teacher Performance (Y) with Self-Training (X1)

Table 3 Results of the Linearity Test of Teacher Performance (Y) with Self-Training (X1).

ANOVA Table				Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Pelatihan Mandiri	Between Groups	(Combined)		1889.065	23	82.133	2.383	.013
		Linearity		1135.557	1	1135.557	32.949	.000
		Deviation from Linearity		753.508	22	34.250	.994	.498
	Within Groups			1033.917	30	34.464		
	Total			2922.981	53			

Source: Primary Data Processed (2025)

The results of the linearity test in Table 3 above show that the Deviation from Linearity Sig. value for the Self-Training (X1) variable with Teacher Performance (Y) is 0.498. This significance value is greater than the significance level of 0.05. Therefore, the results of the linearity test indicate that there is a significant linear relationship between the Self-Training (X1) variable and Teacher Performance (Y).

b. Linearity Test of Teacher Performance (Y) with Teacher Creativity (X2)

Table 4 Results of the Linearity Test between Teacher Performance (Y) and Teacher Creativity (X2)

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Kinerja Guru * Kreativitas Guru	Between Groups	(Combined)	1803.481	27	66.796	1.551	.133
		Linearity	984.408	1	984.408	22.863	.000
		Deviation from Linearity	819.074	26	31.503	.732	.784
	Within Groups		1119.500	26	43.058		
	Total		2922.981	53			

Source: Primary Data Processed (2025)

The results of the linearity test in Table 4 above show a Deviation from Linearity Sig. value of 0.784 for the teacher creativity variable (X2) and teacher performance (Y). This significance value is greater than the significance level used, which is 0.05. From the linearity test results, it can be concluded that there is a significant linear relationship between teacher creativity (X2) and teacher performance (Y).

1.3 Multicollinearity Test

The Multicollinearity test is part of the classical assumption tests in multiple linear regression analysis. This test aims to determine whether there is a correlation between independent variables in the regression model.

Tabel 5 Result Test of Multikolinearity

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	21.527	7.764		2.773	.008		
	Pelatihan Mandiri	.443	.112	.449	3.973	.000	.776	1.288
	Kreativitas Guru	.293	.090	.368	3.253	.002	.776	1.288

a. Dependent Variable: Kinerja Guru

Source: Primary Data Processed (2025)

Based on the calculation in Table 5 above, it is known that the tolerance value for both variables is 0.776. The rule is that if the tolerance value is greater than 0.10, it indicates that multicollinearity does not occur. Since $0.776 > 0.10$, there is no indication of multicollinearity. Meanwhile, the VIF (Variance Inflation Factor) value for both variables is 1.288. The general threshold is that if $VIF > 10$, multicollinearity occurs. Since $1.288 < 10$, multicollinearity does not occur. Therefore, the regression model used does not have multicollinearity issues because the tolerance value is > 0.10 and VIF is < 10 . This means that the variables of Self-Directed Learning and Teacher Creativity are independent of each other and are suitable for use in regression analysis to predict Teacher Performance.

2. Hypothesis Test

2.1 Correlation Test (T-Test and F-Test)

After completing the prerequisite data analysis tests, the next step in this research is hypothesis testing. To test the proposed hypothesis, the researcher uses statistical analysis methods in the form of partial correlation (T-test) and multiple correlation (F-test). In order to determine the strength of the relationship between the variables in this study, the researcher refers to the interpretation guide for Pearson's correlation coefficient, which is displayed in the following table:

Table 6 Number of pearson correlation

Interval Koefisien (r)	Interpretasi
0,00 – 0,199	Sangat Lemah
0,25 – 0,399	Lemah
0,40 – 0,599	Sedang
0,60 – 0,799	Kuat
0,80 – 1,000	Sangat Kuat

1. The Relationship Between Self-Training (X1) and the Teacher Performance (Y) of Public Junior High School Teachers in Walantaka District – Serang City

The The hypotheses tested are:

$H_0: \rho_{X1 Y} \leq 0$

$H_1: \rho_{X1 Y} > 0$

H_0 : There is no relationship between self-training and the performance of public junior high school teachers in Walantaka District – Serang City.

H_1 : There is a relationship between self-directed training and the performance of public junior high school teachers in Walantaka District – Serang City.

Hypothesis testing through partial correlation analysis aims to examine the extent of the relationship between one independent variable and the dependent variable, while controlling for the influence of other independent variables. This test is conducted by comparing the Pearson Correlation value (by comparing the t-calculated value with the t-table) or by comparing the significance value (p-value) to the significance threshold of $\alpha = 0.05$ (5%). The following data were obtained from the correlation test calculation:

Table 7 Results of the Correlation Test Between Teacher Performance (Y) and Self-Training (X1)

Correlations		Pelatihan Mandiri	Kinerja Guru
Pelatihan Mandiri	Pearson Correlation	1	.623**
	Sig. (2-tailed)		.000
	N	54	54
Kinerja Guru	Pearson Correlation	.623**	1
	Sig. (2-tailed)	.000	
	N	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 7 above, which shows the SPSS output for the simple/partial correlation test, it is found that the significance value obtained is 0.000. This significance value is smaller than the significance probability threshold of 0.05 (5%). In addition, the SPSS output shows a Pearson Correlation (t-count) value of 0.623. When this t-count

value is compared to the t-table value with degrees of freedom (df) of 53 ($n-1$; $54 - 1$), the corresponding t-table value is 0.1674. Considering both values, it is evident that $\text{Sig. (0.000)} < \alpha (0.05)$ and $t\text{-count (0.623)} > t\text{-table (0.1674)}$. Based on these results, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it can be stated that there is a significant relationship between self-directed training and the performance of public junior high school teachers in Walantaka District – Serang City.

The strength of the relationship between variable X1 and Y can also be seen from the obtained Pearson Correlation value. In Table 4.14 above, the reported Pearson Correlation value is 0.623. Referring to the Pearson Correlation interpretation table (Table 7), this value falls within the range of 0.60 to 0.799, indicating a strong correlation between self-directed training and teacher performance. Moreover, the correlation coefficient shown in Table 4.14 is positive, which means that there is a positive relationship between self-directed training and teacher performance. Therefore, the more effective the self-directed training is, the better the teachers' performance will be.

2. The Relationship Between Teacher Creativity (X2) and the Teacher Performance (Y) of Public Junior High School Teachers in Walantaka District – Serang City.

The hypotheses tested are as follows:

$H_0: \rho_{X_2 Y} \leq 0$

$H_1: \rho_{X_2 Y} > 0$

H_0 : There is no relationship between teacher creativity and the performance of public junior high school teachers in Walantaka District – Serang City.

H_1 : There is a relationship between teacher creativity and the performance of public junior high school teachers in Walantaka District – Serang City.

This hypothesis testing uses partial correlation analysis to determine the relationship between the teacher creativity variable (X2) and teacher performance (Y), while controlling for other independent variables. Using IBM SPSS 24.0 for Windows, the results of the correlation test are presented in the following table:

Table 8 Results of the Correlation Test Between Teacher Performance (Y) and Teacher Creativity (X2)

Correlations			
		Kreativitas Guru	Kinerja Guru
Kreativitas Guru	Pearson Correlation	1	.580**
	Sig. (2-tailed)		.000
	N	54	54
Kinerja Guru	Pearson Correlation	.580**	1
	Sig. (2-tailed)	.000	
	N	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

Based on Table 8 above, which presents the SPSS output of the simple/partial correlation test between the teacher creativity variable and teacher performance, it is shown that the significance value obtained is 0.000. This significance value is smaller than the predetermined significance level of 0.05 (5%). Furthermore, the SPSS output also shows that the Pearson Correlation (t-count) value is 0.580. When compared with the t-table value at a degree of freedom (df) of 53 ($n-1$; $54 - 1$), which is 0.1674, it is evident that the significance value ($0.000 < \alpha (0.05)$) and the t-count value ($0.580 > t\text{-table}$)

(0.1674). Based on these results, it can be concluded that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Thus, it can be stated that there is a significant relationship between teacher creativity and teacher performance at public junior high schools (SMP Negeri) in the Walantaka District – Serang City.

The strength of the relationship between variable X_2 and Y can also be observed from the Pearson Correlation value obtained. In Table 8, the reported Pearson Correlation value is 0.580. Referring to the Pearson Correlation interpretation table in Table 8, this value falls within the range of 0.40 – 0.599, which is categorized as a moderate correlation. Therefore, it can be concluded that teacher creativity and teacher performance have a moderately strong relationship. In addition, the correlation coefficient value shown in Table 8 is positive, which means there is a positive relationship between teacher creativity and teacher performance. This indicates that the higher the teacher's creativity, the better their performance is likely to

3. The Relationship Between Self-Training (X_1) and Teacher Creativity (X_2) Jointly with Teacher Performance at Public Junior High Schools in Walantaka District – Serang City.

Hypotheses being tested:

$H_0: \rho_{X_{12}Y} \leq 0$

$H_1: \rho_{X_{12}Y} > 0$

H_0 : There is no joint relationship between independent training and teacher creativity with the performance of public junior high school teachers in Walantaka District – Serang City.

H_1 : There is a joint relationship between independent training and teacher creativity with the performance of public junior high school teachers in Walantaka District – Serang City.

The hypothesis testing to determine the joint (simultaneous) relationship of two or more independent variables with the dependent variable is conducted using multiple correlation analysis. The variables being examined for their relationship are independent training (X_1) and teacher creativity (X_2) with teacher performance (Y). To test the proposed hypothesis, two approaches can be used: by comparing the value of the Pearson Correlation (between the calculated r -value and the r -table value), or by comparing the significance probability value with the significance level $\alpha = 5\%$ (0.05). With the assistance of SPSS version 24.0 for Windows, the results of the multiple correlation test are presented in the following table:

Table 9 The results of the Multiple Correlation Test for the variables Independent Training (X_1) and Teacher Creativity (X_2) with Teacher Performance (Y)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	21.527	7.764		2.773	.008
	Pelatihan Mandiri	.443	.112	.449	3.973	.000
	Kreativitas Guru	.293	.090	.368	3.253	.002

a. Dependent Variable: Kinerja Guru

Correlations

		Pelatihan Mandiri	Kreativitas Guru	Kinerja Guru
Pelatihan Mandiri	Pearson Correlation	1	.473**	.623**
	Sig. (2-tailed)		.000	.000
	N	54	54	54
Kreativitas Guru	Pearson Correlation	.473**	1	.580**
	Sig. (2-tailed)	.000		.000
	N	54	54	54
Kinerja Guru	Pearson Correlation	.623**	.580**	1
	Sig. (2-tailed)	.000	.000	
	N	54	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1442.652	2	721.326	24.851	.000 ^b
	Residual	1480.330	51	29.026		
	Total	2922.981	53			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Kreativitas Guru, Pelatihan Mandiri

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.703 ^a	.494	.474	5.388	.494	24.851	2	51	.000

a. Predictors: (Constant), Kreativitas Guru, Pelatihan Mandiri

b. Dependent Variable: Kinerja Guru

Sumber: output SPSS data diolah (2025)

The multiple correlation test conducted was to determine the relationship between the variables of independent training and teacher creativity together with teacher performance. Based on Table 9, which is the SPSS output, the data shows that the significance F change value obtained is 0.000. This significance value is smaller when compared to the significance probability value used, which is 0.05 (5%). Additionally, from the SPSS output, the Pearson Correlation (r-calculated) value is 0.703. This r-calculated value, when compared with the r-table value with df (n - 2): 54-2 = 52, is known to be 0.279. The r-calculated value (0.703) > r-table value (0.279), and the high r-calculated value (0.703) indicates that the better the independent training and teacher creativity, the higher the teacher performance will be. Meanwhile, from the R square value in the table, the contribution of the relationship between the variables is 49.4%. This R square value indicates that 49.4% of the variation in teacher performance can be explained by these two variables, namely independent training and teacher creativity, while the remaining variation is influenced by other factors.

The Sig F Change value (0.000) < α value (0.05) and the r-calculated value (0.703) > r-table value (0.279), which means the model is significant. Based on these results, it can be concluded that the null hypothesis (H0) is rejected, and the alternative hypothesis (H1) is accepted. Therefore, it can be stated that there is a relationship between independent training and teacher creativity together with teacher performance at SMP Negeri in Walantaka District, Serang City.

The strength of the relationship between variables X1 and X2 together with variable Y can also be seen based on the Pearson Correlation value obtained. In Table 4.16 above, the Pearson Correlation value is 0.703. Referring to the Pearson Correlation table in Table 7, it falls within the range of 0.60 - 0.799, which is categorized as strong, so it can be concluded that the relationship between independent training and teacher creativity together with teacher performance is a strong one. Furthermore, the correlation coefficient value shown in Table 9 is positive, meaning that the relationship between independent training and teacher creativity together with teacher performance is positive. Therefore, the more effective the independent training and teacher creativity together, the higher the teacher performance will be. Conversely, if the independent training and teacher creativity decline together in a school, it will result in a decrease in teacher performance.

DISCUSSION

This study found that self-directed training through the Ruang GTK platform has a significant positive relationship with teacher performance in junior high schools in Walantaka District, Serang City. The correlation coefficient of 0.623 indicates a strong association, meaning the more actively teachers engage in self-training, the better their teaching performance becomes. Likewise, teacher creativity in instructional planning and delivery also shows a significant and positive relationship with performance ($r = 0.580$), suggesting that innovative teaching methods contribute meaningfully to achieving educational goals. When these two variables are combined, they account for 49.4% of the variation in teacher performance, indicating their substantial joint impact.

While several earlier studies have explored either training or creativity independently, this study is unique in its integrated analysis of both variables in a public-school context using quantitative methods. Supardi (2025), Widiastuti et al. (2023), and Marisana et al. (2023) confirmed that digital training (PMM/Ruang GTK) enhances professional competencies, yet they did not analyze creativity as a co-factor. Lindawati et al. (2022) linked pedagogical creativity to performance but lacked consideration of digital training platforms. Prasetyawati (2021) emphasized creativity in increasing student engagement, and Mahmud et al. (2022) stressed its effect on learning outcomes. This study differs by showing that both digital training and teacher creativity together offer a more robust predictor model of performance ($R = 0.703$). This integrated perspective is a novel contribution to existing literature and provides a broader understanding of what drives teacher effectiveness in the modern classroom.

The results imply that self-directed training platforms like Ruang GTK are viable alternatives to traditional training, especially in resource-limited settings. These platforms allow teachers to develop their competencies flexibly and continuously. Furthermore, teacher creativity—supported through freedom in instructional design and use of digital media—can significantly enhance engagement and learning quality. Policymakers and school leaders are encouraged to institutionalize both strategies by embedding digital training in regular teacher development programs and by cultivating creative school environments that empower teachers to innovate.

This research has several limitations. First, the data were collected through self-report questionnaires, which may lead to response bias. Second, the cross-sectional design restricts the ability to determine causality between variables. Third, the study was limited to teachers from three public junior high schools in one district, which may not be representative of all educational settings in Indonesia. Additionally, other influential

variables such as teaching experience, motivation, digital literacy, or leadership support were not included in this study's model.

Further research should adopt a longitudinal or experimental approach to examine causal relationships and changes over time in teacher performance due to digital training and creativity. Future studies may also expand the sample size across different districts or provinces for better generalizability. Moreover, incorporating qualitative methods such as interviews or focus groups could uncover deeper insights into teachers' experiences with Ruang GTK and their strategies for fostering creativity. Additional variables—such as leadership, digital competence, and teacher motivation—should be included to enrich the analysis of performance drivers in the digital era.

CONCLUSION

This study aimed to analyze the relationship between self-directed training through the Ruang GTK platform and teacher creativity in learning with the performance of junior high school teachers in Walantaka District, Serang City. The findings revealed that both self-training and teacher creativity significantly influence teacher performance, both individually and jointly. Teachers who frequently engage in self-training demonstrate improved competence in planning, delivering, and evaluating learning, while those with higher creativity levels are better able to design engaging and innovative instructional experiences. When combined, these two factors account for nearly half of the variance in teacher performance, highlighting their strategic importance. Therefore, this study concludes that optimizing self-training initiatives and promoting teacher creativity are essential strategies for enhancing teacher performance and overall educational quality. For future research, it is recommended to expand the scope across multiple regions and include additional influencing variables such as leadership, digital literacy, and motivation. It is also suggested to use a longitudinal or mixed-method approach to gain deeper insight into how training and creativity develop over time and how they impact long-term performance outcomes in various school settings.

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