

THE INFLUENCE OF INDIVIDUAL COMPETENCE, CREATIVITY, AND WORK ATTITUDE ON LECTURER PERFORMANCE AT THE FACULTY OF TARBIYAH AND TEACHER TRAINING

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ABSTRACT

This study was motivated by the low effectiveness of lecturers' performance, often influenced by their competence, creativity, and work attitudes at the Faculty of Tarbiyah and Teacher Training, Universitas Islam Negeri Sumatera Utara. The study aimed to analyze the influence of individual competence and creativity on lecturers' work attitudes and performance. Using a quantitative ex post facto approach, data were collected via questionnaires and analyzed inferentially. The results indicated that all hypotheses were supported: individual competence positively affected work attitudes by 17%, creativity contributed 21% to work attitudes, while competence and creativity influenced performance by 9.6% and 12%, respectively. Work attitudes also had a positive impact of 16% on performance. These findings highlight that enhancing competence, fostering creativity, and cultivating positive work attitudes are interrelated strategies essential for improving lecturers' professionalism and the overall quality of higher education. The study implies the need for programs that strengthen competence, stimulate creativity, and nurture positive work attitudes to enhance teaching, research, and community service.

KEYWORDS

Individual Competence, Creativity, Work Attitude, Lecturer Performance

ABSTRAK

Penelitian ini dilatarbelakangi rendahnya efektivitas kinerja dosen yang dipengaruhi oleh kompetensi, kreativitas, dan sikap kerja di Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara. Penelitian bertujuan menganalisis pengaruh kompetensi individu dan kreativitas terhadap sikap kerja dan kinerja dosen. Menggunakan pendekatan kuantitatif ex post facto, data dikumpulkan melalui kuesioner dan dianalisis secara inferensial. Hasil penelitian menunjukkan semua hipotesis terbukti signifikan: kompetensi individu berpengaruh 17% terhadap sikap kerja, kreativitas 21% terhadap sikap kerja, sedangkan kompetensi dan kreativitas masing-masing berkontribusi 9,6% dan 12% terhadap kinerja. Sikap kerja juga berdampak positif 16% terhadap kinerja. Temuan ini menegaskan bahwa peningkatan kompetensi, kreativitas, dan pembentukan sikap kerja positif saling berkaitan dan menjadi strategi penting untuk meningkatkan profesionalisme dan mutu pendidikan. Implikasinya, perlu dikembangkan program penguatan kompetensi, stimulasi kreativitas, dan pembinaan sikap kerja untuk meningkatkan efektivitas pengajaran, penelitian, dan pengabdian masyarakat.

KATA KUNCI:

Kompetensi Individu, Kreativitas, Sikap kerja, Kinerja dosen

INTRODUCTION

Education is a fundamental pillar of national development, not only aimed at enlightening society but also at shaping the character, skills, and integrity of human resources (Sutrisno, 2016). The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System emphasizes that education is a conscious and planned effort to create a learning atmosphere and learning process so that students can develop their potential optimally, covering spiritual and religious aspects, self-control, personality, intelligence, noble character, and skills needed for personal and social life. From this perspective, human resource development must be a top priority over physical development, as the quality of human resources is the key determinant of a nation's success in facing global challenges (Fitriani et al., 2022).

Higher education plays a strategic role in producing competent and competitive graduates, while also serving as agents of change for societal progress (Permanasari et al., 2014). Higher education institutions not only fulfill the function of education but also research and community service, as mandated by the Tri Dharma of Higher Education. The quality of the implementation of these three functions is highly dependent on the quality of human resources within the institution, particularly lecturers as the frontline of education. Lecturers have a dual role as educators and mentors, requiring a balanced mastery of professional,

pedagogical, social, and personal competencies. The success of a university can be measured through the quality of inputs, processes, and outputs produced, which are greatly influenced by the performance of faculty members (Lilawati & Mashari, 2017).

However, reality shows that the quality of higher education in Indonesia still faces various challenges. Issues such as frequent curriculum changes, limited facilities and infrastructure, the relevance of graduates to the needs of the world of work, and the demand for lecturer certification as an indicator of professionalism remain important issues. Data from the Human Development Report and Education for All Global Monitoring Report show that Indonesia's ranking in the human development index and education development index still lags behind several other Asian countries. This situation indicates the need for a strategy to improve the performance of higher education that is not only focused on structural aspects but also on strengthening the capacity and performance of individual lecturers.

Lecturers' performance is influenced by various internal and external factors. According to Maslow (2023), individual performance is influenced by organizational mechanisms (culture and structure), group mechanisms (leadership and team processes), individual characteristics (personality, values, and competencies), and psychological mechanisms such as motivation, job satisfaction, and ethics. In this context, three factors that stand out in

influencing lecturer performance are individual competence, creativity, and work attitude (Colquitt et al., 2015). Individual competence includes pedagogical, professional, social, and personality skills that form the basis for lecturers to carry out the *Tri Dharma Perguruan Tinggi* (Three Pillars of Higher Education) effectively. Law Number 14 of 2005 on Teachers and Lecturers emphasizes that competence is an absolute requirement for lecturers to perform their duties professionally. Several studies indicate that competence has a significant influence on lecturer performance, both in terms of teaching quality, research productivity, and contributions to community service (Manik & Syafrina, 2018).

Creativity is another important factor contributing to lecturer performance (Ewing & Gibson, 2015; Jaiswal & Dhar, 2015; Runco & Jaeger, 2012). Creativity enables lecturers to develop innovative teaching methods, design research relevant to community needs, and create impactful solutions in community service. According to Amabile (Amabile, 2018), creativity is based on expertise, creative thinking skills, and intrinsic motivation. In higher education, creative lecturers are able to utilize technology, develop interactive learning approaches, and produce internationally recognized publications (Wu et al., 2014).

Faculty members' work attitudes also play a crucial role in achieving optimal performance. According to Fishbein and Ajzen's attitude theory (Hill et al., 1977), work attitudes

are a combination of beliefs, feelings, and behavioral tendencies toward work. Lecturers who have a positive attitude toward their work tend to demonstrate high levels of responsibility, dedication, and motivation, which positively impact the quality of teaching, research, and community service (Mursini, 2010). Conversely, negative attitudes can reduce commitment and hinder the achievement of performance targets.

Based on theoretical reviews and empirical findings, this study aims to analyze the influence of individual competence, creativity, and work attitude on lecturers' performance at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan. Specifically, the objectives of this study are (1) to analyze the direct influence of individual competence on lecturers' work attitudes, (2) to analyze the direct influence of creativity on lecturers' work attitudes, (3) to analyze the direct influence of individual competence on lecturers' performance, (4) to analyze the direct influence of creativity on lecturers' performance, and (5) to analyze the direct influence of work attitude on lecturers' performance in the faculty environment.

The contribution of this research is expected to cover two main areas. First, theoretical contribution and second, practical contribution. From a theoretical perspective, this research enriches the literature on the determinants of lecturer performance in higher education, particularly in the context of Islamic higher education, which has unique values,

missions, and objectives. Previous studies have only highlighted the partial influence of competence or motivation on performance, without integrating personal variables such as creativity and work attitude into a comprehensive analytical framework. By simultaneously incorporating these three variables—individual competence, creativity, and work attitude—this study presents a more comprehensive model for understanding how internal factors of lecturers influence the achievement of the Tri Dharma of Higher Education. From a practical perspective, this study provides recommendations that can be directly implemented by higher education administrators, particularly faculty and university leaders. The research findings can be used to design performance improvement programs, such as competency training and certification, innovation in teaching methods, and fostering a supportive work culture, recognizing achievements, and cultivating a sense of belonging to the institution. Thus, the findings of this study have the potential to serve as a reference in the formulation of faculty and university human resource development policies, including the establishment of faculty performance standards, training planning, and the evaluation of the success of human resource development programs.

Previous studies have shown that competence, motivation, and leadership are important factors that influence workforce performance across various sectors. A study by

Afidatul Munawaroh (Afidatul, 2019) at Mangunharjo Lung Hospital in Madiun found that both competence and motivation have a positive and significant influence on nurses' performance, both partially and simultaneously, with a significance level below 0.05. However, different results were shown by Julietta Putri Pangestika Rahayu (2017), who studied employees at Ros-In Hotel Yogyakarta. The study concluded that competence and motivation together did not have a significant impact on performance, although their combined contribution was recorded at 42.9%. Leadership factors were also highlighted in Umi Sofiyanti's study (2023) at the Financial and Asset Management Agency of Pekalongan Regency, which found a positive relationship between perceptions of leadership style and employee performance. Similar findings were reinforced by Izhar Aduardo Raisid's research (2015) at the Inspectorate General of the Ministry of Education and Culture in Jakarta, which showed a significant positive relationship between both leadership and human resource competencies and employee performance, with a combined contribution of reaching 47.20%. Overall, the results of these studies emphasize the importance of managing competencies, motivation, and leadership to improve organizational performance.

Based on the relevant research studies, this study has a clear distinction as it focuses on the simultaneous influence of individual competence, creativity, and work attitude on

lecturer performance in the Faculty of Tarbiyah and Teacher Training. Unlike previous studies that primarily highlighted the relationship between competencies, motivation, and leadership in non-educational sectors, this study adds creativity as a strategic factor that plays a role in supporting academic quality and productivity. This approach not only measures technical and behavioral aspects but also innovative dimensions relevant to the professional demands of lecturers in the 21st-century learning era. The distinction of this study is further strengthened by its focus on the Faculty of Tarbiyah and Teacher Training within an Islamic higher education institution, where faculty performance challenges are not only related to general academic demands but also to the obligation to integrate Islamic values into all activities of the Tri Dharma. Thus, the findings of this study are not only relevant to the broader context of higher education but also make a significant contribution to the development of the quality of Islamic education in particular.

The objective of this novel research is to produce an empirical model that explains the simultaneous relationship between individual competence, creativity, and work attitude toward lecturer performance in Islamic higher education. This model serves as a reference for policy development, performance improvement programs, and further research with other mediating or moderating variables. The research contributes conceptually and practically, strengthening the theory and policy of lecturer

performance management. The enhancement of these three main aspects is expected to improve the quality of graduates and the competitiveness of higher education institutions at the national and international levels.

THEORY DESCRIPTION

Theoretically, this study is based on the understanding that lecturer performance is the result of the interaction between competence, innovation drive, and work attitude orientation. Individual competence can be understood as a set of knowledge, skills, and attitudes that enable an individual to perform their tasks effectively and efficiently. Boyatzis' (1991) emphasizes that competencies form the foundation for achieving outstanding performance, while Spencer and Spencer's (2008) distinguish them into basic competencies required to perform a job (threshold competencies) and differentiating competencies that drive performance excellence. In the context of lecturers, competencies can be reflected in their ability to convey information clearly and effectively to students, their ability to collaborate in teams both within the department and across programs, and their ability to build and develop positive interpersonal relationships with colleagues and students. Research by Manik and Syafrina (2018) indicates that good competencies significantly contribute to teaching quality, while Permanasari et al. (2014) emphasize the importance of effective academic communication and professional relationships.

In addition to competence, creativity plays an important role in determining lecturer

performance. Creativity is defined as the ability to generate new, useful, and relevant ideas or products in the context of work (Runco & Jaeger, 2012). Amabile (2018) in Componential Theory of Creativity explains that creativity is influenced by expertise, creative thinking skills, and intrinsic motivation. In higher education, lecturers' creativity can be seen through three main dimensions, namely the process dimension, which includes the steps in generating innovative ideas; the person dimension, which is related to creative personal characteristics such as the courage to try new things; and the cognitive dimension, which reflects the ability to think divergently, flexibly, and connect concepts in unique ways (Ewing & Gibson, 2015; Indrajita et al., 2021). Ondang et al. (2021) add that lecturers' creativity plays a role in improving their professional competence, thereby encouraging learning innovation that directly impacts performance quality.

Work attitude is the third factor influencing faculty performance. Hill et al. (1977) define work attitude as a positive or negative evaluation of one's job that influences intentions and behavior. The Theory of Planned Behavior developed by Ajzen explains that attitudes, subjective norms, and perceived behavioral control form intentions, which ultimately influence actual actions. In this context, lecturers' work attitudes can be measured through three main impacts: the impact of trust, which reflects beliefs about the values and goals of work; the impact of feelings,

which reflects emotional satisfaction or dissatisfaction in performing tasks; and the impact of behavior, which reflects the consistency of positive actions in teaching, researching, and serving activities (Wiltshire, 2016). Ambiya et al. (2020) indicate that positive work attitudes are directly correlated with improved performance, while Sembiring (2018) emphasizes that positive attitudes encourage faculty members to maintain high academic productivity.

Faculty performance encompasses achievements in teaching, research, and community service in accordance with the tri-dharma mandate of higher education institutions. Colquitt et al. (2015) state that performance is the result of a combination of ability, effort, and environmental support. In this study, faculty performance is measured based on three main indicators: the quality and quantity of work produced, timeliness and cost-effectiveness in the execution of academic tasks, and the need for supervision, particularly in fostering interpersonal relationships within the workplace. Lilawati and Mashari (2017) found that high lecturer competence and good job satisfaction directly impact learning quality. Munthe (2023) reinforces this finding by showing that competence, discipline, and motivation simultaneously influence lecturer performance in the faculty of education.

The relationship between these three factors is complementary. Competence provides the foundation of technical and social skills,

creativity drives innovation in task execution, while work attitude ensures commitment and consistency in applying skills and ideas. Afidatul(2019) found that competence and motivation have a positive influence on performance, indicating that ability and mental attitude mutually support the achievement of work outcomes. The research by Ambiya et al. (2020) also shows that work attitude and skills together enhance employee performance. In the context of higher education, this means that improving faculty performance requires integrated development of individual competencies, creativity, and positive work attitudes. By referring to Boyatzis' competency theory framework, Amabile's creativity theory, and Ajzen's attitude and behavior theory, this study identifies these three factors as key determinants of faculty performance. Optimal performance in the Faculty of Tarbiyah and Teacher Training will not only enhance the quality of graduates but also strengthen the institution's academic reputation, making its management and development a key strategy for achieving high-quality higher education goals.

METHOD

This study employs a quantitative approach with an ex post facto research design. In this design, the variables under investigation are not controlled or manipulated by the researcher but are revealed based on measurements of phenomena that have already occurred. The aim is to test the causal

relationships between variables as they exist in the field (Sugiyono, 2007). The research was conducted at the Faculty of Tarbiyah and Teacher Training, UIN Sumatera Utara, considering that this faculty has an adequate number of lecturers, diverse academic backgrounds, and direct relevance to the research focus on individual competencies, creativity, work attitudes, and lecturer performance.

The study population includes all faculty members in 16 academic programs at the faculty during the 2024-2025 academic year, comprising 20 professors and 165 lecturers. The sample size was determined using the Harry King Nomogram Table with a 5% error rate, resulting in a sample size of 61% of the population, i.e., $0.61 \times 165 = 100.65$, rounded to 101 respondents. The research variables consist of three exogenous variables (individual competence, creativity, and work attitude) and one endogenous variable (lecturer performance). Individual competence also acts as a mediating variable between creativity and work attitude toward lecturer performance.

Data collection was conducted using a questionnaire method, as questionnaires are effective for obtaining primary data directly from a large number of respondents, are time-efficient, and allow for standardized measurement of variables. Before data analysis was conducted, the instruments were tested for validity using product-moment correlation and

reliability using Cronbach's alpha coefficient to ensure the accuracy and consistency of the data.

Data analysis was conducted through several stages: (1) descriptive analysis to determine the mean and standard deviation of each variable; (2) prerequisite tests for analysis, including normality, homogeneity, linearity, regression significance, and independence tests between exogenous variables; (3) path analysis to examine the direct and indirect effects between variables.

The path analysis model used can be a correlated path model, mediated path model, or independent path model. The steps include developing a model based on theory, collecting data, estimating the model using statistical software such as AMOS or LISREL, evaluating the model through fit indices (Chi-square, RMSEA, CFI), and modifying the model if necessary. Path testing is conducted overall using the F-test and individually using the t-test. The entire procedure is expected to provide a valid empirical description of the relationships between the variables under investigation.

RESULTS AND DISCUSSION

Descriptive Findings

The descriptive findings of this study reveal that, in general, the performance of lecturers at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan, is at an unsatisfactory level. Based on the results of the trend test, 33 respondents (medium category), 58 respondents

(poor category), and 10 respondents (low category) formed a distribution that showed no lecturers in the high category. This condition indicates that the overall performance quality tends to be in the poor category.

A similar distribution pattern was observed in the individual competence variable. A total of 37 respondents were in the medium category, 57 respondents in the poor category, and 7 in the low category, with no respondents in the high category. This indicates that individual lecturers' competence still needs to be improved, both in terms of mastery of subject matter, pedagogical skills, and self-development abilities.

The creativity variable also shows a similar trend. The results of the data trend test show that 38 respondents are in the medium category, 55 respondents in the poor category, and 8 respondents in the low category, with none reaching the high category. This finding indicates a low level of innovation and creative idea development in the learning and research processes.

Meanwhile, in the work attitude variable, 45 respondents were in the medium category, 50 respondents in the poor category, and 6 respondents in the low category, with none in the high category. This shows that the commitment, work ethic, and discipline of lecturers are still not optimal according to professional performance requirements.

Overall, the four variables measured in this study—lecturer performance, individual

competence, creativity, and work attitude—show a consistent trend in the low category. These findings indicate an urgent need for strategic interventions, such as training programs, motivation enhancement, and sustainable professional development policies, to improve the quality of lecturers' performance to a higher category and maximize their contribution to the quality of education in the faculty.

Inferential Findings

The results of the inferential analysis of this study indicate that all hypotheses proposed were significant. Individual competence has a positive influence on lecturers' work attitudes with a contribution of 17%, a path coefficient of 0.42, and a t-value of 4.15, which exceeds the critical value of 1.98 at $N = 101$ and $\alpha = 0.05$. This confirms that improving individual competence—in terms of academic knowledge, pedagogical skills, and professional development—plays an important role in shaping more positive work attitudes.

Creativity has also been proven to have a positive influence on work attitudes with a contribution of 21%, a path coefficient of 0.46, and a t-value of 6.39. This means that the higher the creativity of lecturers in innovating, developing teaching methods, and solving problems, the better their work attitudes. Not only that, individual competence has a direct influence on lecturers' performance with a contribution of 9.6%, a path coefficient of 0.31,

and a t-value of 4.49. This finding confirms that lecturers with better competence tend to have more optimal performance.

Furthermore, creativity positively influences lecturers' performance with a contribution of 12%, a path coefficient of 0.36, and a t-value of 5.29. This indicates that innovation and creative thinking abilities are important factors in improving the quality of teaching, research, and community service conducted by lecturers. Work attitude also has a significant influence on performance, with a contribution of 16%, a path coefficient of 0.40, and a t-value of 4.94. Faculty members who demonstrate commitment, a strong work ethic, and professional discipline have proven capable of achieving better performance.

Overall, these results validate the theoretical model developed in this study, in which individual competence, creativity, and work attitude are interrelated and contribute significantly to lecturer performance. All tested pathways showed positive and meaningful relationships, leading to the conclusion that strengthening individual competence, enhancing creativity, and fostering positive work attitudes are key strategies for improving lecturer performance at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra. These findings not only answer the research questions but also provide direction for more targeted and effective lecturer development policies.

After the hypothesis testing was completed, a model fit test (Goodness of Fit Test) was conducted to ensure that the model used was appropriate and suitable for explaining the relationships between variables. Hypothesis testing assessed the significance of the influence between variables, while model

fit testing evaluated the overall suitability of the model with empirical data. Thus, although the pathways were significant, the model still needed to be tested for structural validity. Based on the path coefficients obtained, the path diagram of the research model can be depicted as follows:

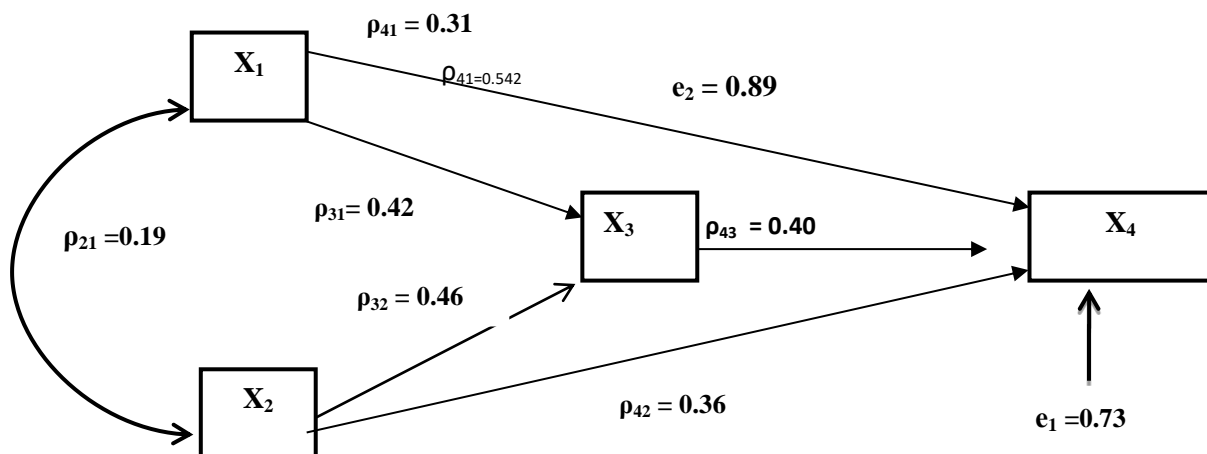


Figure 1. Paradigm of Variables X_1 , X_2 , and X_3 on X_4

Based on the calculation results, for the degree of freedom ($df = 1$), the χ^2 value obtained is 0, which is smaller than the critical χ^2 value at a significance level of 5%, which is 3.84. Thus, it can be concluded that the difference between the proposed model and the empirical data is not statistically significant. This indicates that the proposed model or paradigm has adequate fit and is suitable for explaining the relationship between variables in the study. In other words, the model can be accepted and used as a reference for further analysis.

Discussion of Research Findings

Individual Competence Directly Influences Work Attitude

Individual competence has been proven to have a direct influence on work attitudes, contributing 18% to lecturers' work attitudes. This finding is in line with the views of Spencer and Spencer (2008), who emphasize that individual competence encompasses a combination of knowledge, skills, and personal traits that determine a person's ability to perform tasks effectively. Boyatzis (1991) adds that competence is the foundation for consistent professional behavior and can predict success in the workplace. McClelland (1987) highlights the

importance of core competencies, including critical thinking and adaptability, as factors that drive performance effectiveness. Meanwhile, Goleman (1996) emphasizes the role of emotional intelligence in managing oneself and relationships with others as part of individual competence that influences work attitudes. Work attitude itself reflects an individual's belief in their work, accompanied by certain feelings, and forms the basis for determining the responses and behavior of lecturers in carrying out their duties. In other words, good individual competencies not only improve technical abilities but also shape a positive work attitude, motivation, and dedication to the work being carried out.

In the context of lecturers, competence includes mastery of academic knowledge, pedagogical skills, and the ability to adapt to developments in educational technology. Lecturers with high competence tend to demonstrate positive work attitudes, including high motivation, active involvement in academic activities, and dedication to teaching and research. Conversely, lecturers who have a negative attitude toward their work tend to perform their duties routinely without full commitment. Therefore, instilling a positive work attitude is very important, given the strategic role of lecturers in higher education.

Work attitudes can be observed through perceptions and satisfaction toward work, as well as demonstrated work motivation. Lecturers with positive attitudes toward their

work tend to exhibit high satisfaction and motivation, which in turn reflect better professionalism and competence. Factors influencing work attitudes include internal factors, such as physiological and psychological factors, as well as external factors, such as situations, norms, obstacles, and incentives from the higher education environment.

Relevant to the findings of this study, Suwandi et al. (2023) indicate a significant relationship between lecturers' professional competence and their performance in higher education. Sembiring (2018) emphasizes that good pedagogical competence can improve lecturers' work attitudes, particularly in the use of teaching technology. The research by Sari & Susanti (2020) also found that good lecturer performance is positively correlated with work attitudes and satisfaction.

The views of experts and empirical evidence further reinforce the conclusion that individual competencies have a significant influence on lecturers' work attitudes. Furthermore, in an Islamic context, individual competencies and lecturers' work attitudes are not only viewed from a professional or academic perspective but also as manifestations of the moral character and responsibilities of an educator. Lecturers at the Faculty of Tarbiyah and Teacher Training are required to instill Islamic values in every academic and teaching activity, so that the competencies they possess not only improve performance but also become a means of emulating ethics, honesty, and

patience in educating students. A positive work attitude aligns with the principles of Islamic education, such as trustworthiness, kindness, and gradualism, which encourage lecturers to fulfill their roles as educators, mentors, and spiritual role models optimally. Thus, strengthening individual competencies not only impacts academic quality but also contributes to the formation of an integral Islamic character, which serves as the foundation for educational success within the Faculty of Tarbiyah and Teacher Training.

Creativity Directly Influences Work Attitude

Creativity has been proven to directly influence work attitudes, contributing 21% to faculty members' work attitudes. This finding aligns with Guilford's concept of (1967), which states that creativity consists of various factors and can be measured through an individual's ability to generate new ideas and innovative solutions. Faculty members with high levels of creativity tend to exhibit positive work attitudes because they are better equipped to handle challenges in the teaching process and create effective learning methods. Amabile (2018), through the person, process, product, press model, emphasizes that creativity is influenced by individual character, creative thinking processes, achieved results, and the supporting environment, which collectively determine the quality of work attitudes and motivation among faculty members.

In academic practice, lecturers' creativity plays a role in increasing engagement, innovation in teaching methods, and job satisfaction. Lecturers who are able to produce creative and relevant teaching materials directly provide a better learning experience for students. A supportive work environment—through collaboration, freedom to experiment, and access to resources—encourages lecturers to be more innovative. Research by Runco & Jaeger (2012) shows that creative faculty members tend to be more enthusiastic and engaged in their teaching processes. Other experts emphasize that fostering creativity among faculty members not only improves work attitudes but also enhances the quality of learning in the classroom (Devi et al., 2022), while (Indrajita et al., 2021) conclude that creative faculty members have higher job satisfaction and more positive attitudes toward their work.

In the context of Islamic education, creativity has a broader dimension. Creativity is not only related to technical or pedagogical innovation but also to the application of Islamic values in teaching. Lecturers at the Faculty of Tarbiyah and Teacher Training are required to instill principles of noble character, trustworthiness, and kindness in every teaching and learning process. Creativity enables lecturers to design teaching strategies that are not only academically effective but also capable of instilling moral and spiritual values in students. For example, the development of

creative teaching materials can integrate Qur'anic and Hadith concepts in an engaging manner, so that students not only understand the material but also emulate Islamic values (Azra, 2012).

Thus, creativity becomes the primary driver of positive work attitudes, high motivation, and professional satisfaction among faculty members. The development of creativity, supported by a conducive academic environment, has implications for more optimal teaching and learning quality. Therefore, educational institutions in the Faculty of Tarbiyah need to give serious attention to strategies for developing lecturers' creativity, not only to improve academic performance but also to shape educators who are highly competent and possess Islamic character, thereby becoming role models for students in both academic and Islamic contexts.

Individual Competencies Directly Influence Faculty Performance

Individual competencies have been proven to have a direct impact on faculty performance, contributing 9.6%. This finding aligns with previous studies emphasizing the importance of mastering knowledge, skills, and professional attitudes as key factors that influence faculty performance in teaching, research, and community service (Sutrisno, 2016). Individual competencies encompass technical, conceptual, and interpersonal abilities that enable lecturers to perform their duties effectively and sustainably. Competent lecturers

tend to have high work motivation, actively engage in the three pillars of higher education, and achieve optimal performance. Conversely, low competencies hinder motivation and productivity, making it difficult to achieve maximum performance.

From a higher education perspective, individual competence not only influences academic output but also serves as the foundation for the quality of learning and the development of students' character. A competent lecturer is not only able to deliver material effectively but also instill Islamic educational values, such as trustworthiness, integrity, and dedication, in every academic interaction. Thus, lecturer competence becomes the primary driver in realizing education that is not only academically excellent but also ethical and Islamic in character.

The findings of this study are consistent with the findings of Angelina et al., (2021), which indicate that pedagogical, professional, and personal competencies significantly influence lecturer performance, while social competencies are not significant. Komarudin (2021) adds that the combination of competence and leadership explains nearly half of the variation in faculty performance, while Haerofiatna (2020) emphasizes that competence and organizational climate simultaneously contribute 64.5% to faculty performance. Other studies also indicate that faculty competence enhances job satisfaction, which in turn positively influences performance (Lilawati & Mashari, 2017).

Based on these findings, it can be concluded that individual competence is a crucial factor in improving lecturer performance. Good competence not only encourages optimal academic performance but also shapes professional attitudes, dedication, and integrity in line with Islamic educational values. Therefore, the development of lecturers' competence must be a priority for higher education institutions, whether through training, enhancing pedagogical and professional capacity, or character building, so that the quality of education and lecturers' contribution to the development of superior human resources can be achieved sustainably.

Creativity Directly Influences Lecturer Performance

Creativity directly influences lecturer performance, contributing 12%. Lecturer performance encompasses success in carrying out the three pillars of higher education, namely teaching, research, and community service, which are influenced by various factors, including creativity. Creativity in this context refers to the ability of lecturers to generate new, innovative, and relevant ideas, both in teaching methods, research, and community service programs. Creative lecturers tend to be able to present more interesting learning approaches, produce impactful research, and make real contributions to the academic community and the wider community.

Guilford's theory (1967) emphasizes that creativity influences an individual's ability to solve problems effectively. In higher education, faculty members with high creativity are better able to develop innovative teaching methods, produce relevant research, and engage in community service that meets societal needs. Amabile (2018), through the Person, Process, Product, and Press theory, asserts that creativity is influenced by the individual, the process undergone, the product produced, and the work environment. Thus, these factors play a crucial role in shaping faculty members' work attitudes and overall performance.

Empirical research findings support these conclusions. A study by Ondang et al., (2021), demonstrates that creativity significantly influences lecturers' professional competence, one of the performance indicators. Jaiswal & Dhar (2015) conclude that creativity positively contributes to employee performance, which is relevant as an analogy in the context of lecturers. Research by Indrajita et al., (2021) , confirms that creativity and innovation have a positive influence on performance, emphasizing that creative thinking abilities play a role in enhancing work productivity.

Although the contribution of creativity to lecturer performance at 12% is considered medium, this finding is statistically significant and has practical implications, indicating that creativity is an important element in shaping lecturer performance. Creative lecturers tend to utilize technology to create interactive learning

materials, enhance student engagement, and promote learning satisfaction. An environment that supports creativity—through innovation training, access to technology, and recognition of creative ideas—is an effective strategy for maximizing the contribution of creativity to faculty performance.

Overall, creativity plays an important role in improving the quality of lecturers' performance. With proper development, creativity not only improves academic and professional outcomes but also strengthens lecturers' commitment to education, which is in line with Islamic educational values such as *ijtihad*, innovation, and dedication to the welfare of the community. Therefore, higher education institutions need to place creativity development as an integral part of their lecturer performance improvement strategies.

Work Attitude Directly Influences Faculty Performance

The results of this study indicate that work attitude has a positive influence of 16% on faculty performance, confirming that work attitude is one of the significant determining factors in improving academic performance quality. Faculty performance is not only an indicator of individual success in carrying out the three pillars of higher education—teaching, research, and community service—but also reflects the effectiveness of the institution in achieving higher education quality standards. Factors influencing faculty performance are

multidimensional, including competence, motivation, work environment, and most importantly, work attitude, which serves as an internal driver in carrying out professional responsibilities.

Work attitude itself reflects an individual's orientation toward their work, encompassing job satisfaction, commitment to the institution, and active involvement in academic tasks. Lecturers with positive work attitudes tend to demonstrate higher responsibility, initiative in problem solving, and consistency in developing teaching and research methods. This has a direct impact on productivity, teaching quality, research relevance, and community service contributions. Thus, work attitude not only influences individual output, but also shapes professional culture in higher education environments.

These findings are consistent with previous studies, such as Sembiring's research (2018), which confirms that work attitude significantly influences lecturers' performance, with work motivation playing a role in strengthening this relationship. This review confirms that lecturers with a positive work attitude are able to optimize their competence and creativity, resulting in consistently better performance.

A more in-depth analysis shows that improvements in work attitudes align with Islamic educational values, such as trustworthiness, kindness, and social responsibility. Lecturers who instill these values

in their professional attitudes not only focus on academic results but also on shaping students' character and contributing to society. Therefore, the development of positive work attitudes needs to be supported by institutions through training, mentoring, a conducive work environment, and a reward system that encourages innovation and commitment.

Overall, work attitudes have proven to be an important factor significantly contributing to faculty performance. This 16% contribution underscores that, in addition to competence and creativity, fostering positive work attitudes is an effective strategy for enhancing faculty performance quality, which in turn supports sustainable higher education quality.

CONCLUSION

Based on the results of this study, it can be concluded that individual competence, creativity, and work attitude have a significant influence on the performance of lecturers at the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra, Medan. Individual competence plays a crucial role in shaping lecturers' work attitudes, contributing 17%, indicating that the higher the academic knowledge, pedagogical skills, and professional competence of lecturers, the more positive their work attitudes in performing academic tasks. Creativity has also been proven to have a direct influence on work attitudes, with a contribution of 21%, confirming that lecturers who are able to innovate, develop teaching methods, and produce creative solutions

in research and community service tend to show higher motivation and work engagement. Additionally, individual competencies contribute 9.6% to faculty performance, while creativity influences it by 13%, indicating that technical skills, innovation, and creative thinking directly enhance the quality of teaching, research, and community service. Work attitude itself contributes 16% to lecturer performance, emphasizing that a positive orientation toward work—including responsibility, dedication, and initiative—is a crucial factor in achieving optimal performance. Overall, these findings underscore the importance of strengthening competencies, creativity, and fostering positive work attitudes as integral strategies for enhancing lecturer professionalism and educational quality at the Faculty of Education and Teacher Training. The practical implications of this study suggest that the development of training programs, creative workshops, and professional guidance emphasizing the enhancement of competencies, creativity, and work attitudes of faculty members will directly contribute to improving the quality of education, faculty performance, and the formation of academic character rooted in Islamic educational values.

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