



The Relationship Between Interpersonal Skills And Literacy Culture With Teachers' Teaching Creativity In Public Elementary Schools In Makassar City

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Abstract

Creativity in teaching in the era of the industrial revolution 4.0 should be prioritized and optimally developed by a teacher today. The need for creativity in education, especially in teacher teaching techniques, is now felt to be a need for students, especially at the elementary school level. In presenting effective learning, teachers should have various skills, one of which is good interpersonal skills, so that effective learning will be created and carried out properly. On the other hand, the awareness of familiarizing literacy culture among teachers is one of the efforts to develop the productivity of a teacher in designing various lessons for students. This study is aim at finding out: 1) the description of interpersonal skills, literacy culture, and teaching creativity of public elementary school teachers in Makassar City, 2) the relationship between interpersonal skills and literacy culture together with teaching creativity of public elementary school teachers in Makassar City, 3) the relationship between interpersonal skills and literacy culture partially with teaching creativity of public elementary school teachers in Makassar City. This study used an associative survey method in accordance with the research objectives, namely to describe teachers' interpersonal skills and teacher literacy culture with teacher teaching creativity and to find the relationship between the two variables at public elementary schools in Makassar city. the result of the research shows that teachers' literacy culture and teaching creativity, while the null hypothesis (Ho) suggests no such relationship. Statistically, this is expressed as $H_0: \beta_3 \leq 0$ versus $H_1: \beta_3 > 0$. Upon calculation, the obtained t-value is 4.93, with a significance value (P) of 0.00, which is less than the significance level (α) of 0.05. Consequently, Ho is rejected, and H3 is accepted, indicating a positive and significant relationship between teacher literacy culture and teaching creativity at Public Elementary Schools in Makassar City.

Keywords: industrial revolution 4.0, interpersonal skills, literacy culture, teaching creativity, teaching Practice

Introduction

The position of teachers in Indonesia ranks 14th out of 14 developing countries. Many factors influence this situation, including many teachers still teach in a boring way, and have not made students comfortable (Kurniawan et al., 2019). This certainly requires teacher creativity in teaching. The existence of various creativity and innovation in learning activities carried out by teachers will certainly produce a pleasant atmosphere in teaching and learning situations (Ghanizadeh & Jahedizadeh,

2016). Previous research suggests that to realize student learning outcomes as expected, the teacher as an educator should have creativity in teaching so that students can quickly understand lessons and plus be able to present a conducive atmosphere in learning (Paek & Summers, 2019).

Creativity in teaching in the era of the industrial revolution 4.0 should be prioritized and optimally developed by a teacher today (Suherdi, 2019). The need for creativity in education, especially in teacher teaching techniques, is now felt to be a need for students who are generation Z, especially in elementary school education.

Findings from observations conducted in elementary school units within Makassar city reveal that a significant portion of teachers delivering instruction are aged over 45 years. Additionally, unstructured interviews conducted suggest that the predominant teaching method employed by these teachers is lecture-based. Consequently, it appears that the learning environment may not be optimal, as some students reportedly do not fully engage with the lesson content delivered by the teacher. This is particularly noteworthy as teachers in the era of the Fourth Industrial Revolution are expected to emphasize creativity in their teaching approaches. In basic skills education, interpersonal skills are emphasized by teachers (Kusumaningruma, 2019). Teachers are expected to be able to present inspiring, interactive and effective learning. The importance of a teacher having interpersonal skills so that it will present effective learning and can stimulate student learning motivation in learning activities (Nutov et al., 2021).

On the other hand, there is an activity that is the idea of the government through the ministry of culture and education, namely the national literacy movement, which among its functions is to increase the productivity of Indonesian society, one of which starts from school by school residents, especially teachers in supporting their performance as educators (Prasetia & Sulasmi, 2022). Awareness of familiarizing literacy culture among teachers is one of the efforts to develop the productivity of a teacher in designing various lessons for students (Primasari et al., 2021).

Based on this description, a study was conducted with the formulation of the problem: 1) how is the description of interpersonal skills, literacy culture and teaching creativity of teachers at State Elementary Schools in Makassar City?, 2) Is there a simultaneous relationship between interpersonal skills and literacy culture with teaching creativity of teachers at State Elementary Schools in Makassar City?, 3) Is there a partial relationship between interpersonal skills and literacy culture with teaching creativity of teachers at State Elementary Schools in Makassar City?

Materials and Method

Problem-solving approach

Teacher teaching creativity is a quality in which a teacher makes imaginative patterns in

the learning provided to students (Suryanti & Arifani, 2021). Teachers who are creative in teaching will apply new and interesting approaches in reviving the teaching and learning atmosphere in the classroom (Arifani & Suryanti, 2019). Teachers who are creative in teaching will apply new and interesting approaches in animating the teaching and learning atmosphere in the classroom (Tumin & Marvianita, 2021).

To support this, a teacher should have intrapersonal skills. Intrapersonal skills relate to individual skills with the ability to build good relationships with others, communicate, and motivate others (Choi et al., 2021). Intrapersonal skills will show an action to respond and recognize the feelings of others, attitudes and the existence of motivating behavior of others (Theelen et al., 2019). Therefore, a teacher should have interpersonal skills because this can be used in building relationships, communication, or good interactions with students so as to get a good response back.

Another aspect to be reviewed is the literacy culture of teachers. Literacy culture means the habituation of thinking followed by the process of reading and writing so as to produce new knowledge or products (Liansari et al., 2021). A good teacher literacy culture will show one's attitude and habits in increasing knowledge gained from reading activities so that they are able to write, think critically and have problem-solving skills so that they can contribute to the life of the wider community (Khoiri & Bustomi, 2020). A good literacy culture by teachers is expected to have an impact on teacher performance at school so that it can present effective and enjoyable learning for students.

Based on this explanation, the working hypotheses in this study are: 1) there is a relationship between teacher interpersonal skills and literacy culture together with teacher teaching creativity at State Elementary Schools in Makassar City, 2) there is a positive and significant relationship between teacher interpersonal skills and teacher teaching creativity at State Elementary Schools in Makassar City, 3) there is a positive and significant relationship between teacher literacy culture and teacher teaching creativity at State Elementary Schools in Makassar City.

State of the art and novelty

The preparation of this research refers to research that is relevant to this research plan. The

following presents the *state of the art* in this research:

Research entitled interpersonal intelligence and its urgency for Islamic religious education teachers (Adib, 2022). This research focuses on examining interpersonal intelligence and the importance of having interpersonal intelligence for an Islamic religious education teacher. Additionally, a study titled Teachers Teach Creativity and Interactive Communication as Determinants of Student Success (Rahmawati & Suryadi, 2019). This study aims to determine the influence of creativity in teaching and interactive communication of teachers on student learning outcomes. Then the research entitled the influence of interpersonal communication and conflict management on teacher performance (Eriyanti et al., 2021). This study aims to partially determine interpersonal communication and conflict management on teacher performance.

However, from previous studies, no one has linked the relationship between interpersonal skills and literacy culture as independent variables with teacher teaching creativity as the dependent variable. This implies that this research is very important to do because no one has researched it before. The difference between this study and previous studies is that this study will reveal the relationship between interpersonal skills and literacy culture with teacher teaching creativity. Therefore, researchers consider it important to review and reveal the relationship between interpersonal skills and literacy culture with teacher teaching creativity, especially in elementary schools, so that the results of this study can contribute as evaluation material and recommendations as well as reference data for the government, especially the Makassar City Education Office in improving practices in learning and improving teacher quality and increasing 21st century teacher skills in elementary school education units.

Research method

This study used an associative survey method in accordance with the research objectives, namely to describe teachers' interpersonal skills and teacher literacy culture with teacher teaching creativity and to find the relationship between the two variables at public elementary schools in Makassar city. It can be seen in Figure 1:

Description:

X1 : teacher interpersonal skills

X2 : Teacher literacy culture

Y : teacher teaching creativity

This research will be conducted at public elementary schools in Makassar City for 12 months. The population in this study were all teachers with civil servant status in public elementary schools in Makassar City, totaling 589 civil servant teachers from 50 schools. Cluster random sampling was employed to obtain a representative sample for the study, which involved 589 teachers in the population.

In determining the sample size in each population unit in this study, researchers used the Slovin formula and for parameter estimation purposes, 10% based on the following formula:

$$n = \frac{N}{1+N.e^2} = \frac{589}{1+589.(0,10)^2} = 85,48$$

rounded to 85

Description:

n : sample

N : Population

e : Degree of precision, or critical value

The measured variables encompass independent variables, specifically teacher interpersonal skills (X1), assessed through indicators such as openness, empathy, support, positivity, and equality. Additionally, the independent variable of teacher literacy culture (X2) is evaluated based on indicators including recognizing the necessity of reading, dedicating free time to reading, engaging with diverse literature, and utilizing the school library for knowledge acquisition.5) the desire to get new information, 6) the desire to prove the knowledge that has been obtained, as well as the dependent variable of teacher teaching creativity (Y) which in this study is the acquisition of the total score of the teacher measured from the indicators 1) skills to open lessons, 2) skills to give reinforcement, 3) skills to hold variations, 4) skills to explain, 5) skills to manage the class.

The statistical technique in analyzing research data to achieve research objectives is to

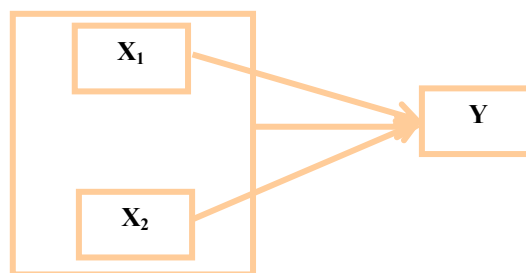


Figure 1. Research design

use descriptive and inferential statistical analysis, namely multiple and ordinary correlation analysis. Furthermore, a partial t test is carried out with the criteria, if $t \text{ count} \geq t \text{ table}$ at the 0.05 significance level, the hypothesis is accepted. Furthermore, the f test is also carried out to test the hypothesis and the meaningfulness of the coefficient together. Then the coefficient of determination will also be calculated to find out how much variance of the dependent variable Y can be explained by the independent variable X (Usman, 2018).

Results and Discussion

This study aims to determine 1) the description of interpersonal skills, literacy culture, and teaching creativity of public elementary school teachers in Makassar City, 2) the relationship between interpersonal skills and literacy culture together with teaching creativity of public elementary school teachers in Makassar City, 3) the relationship between interpersonal skills and literacy culture partially with teaching creativity of public elementary school teachers in Makassar City. This research took place from June to August 2023. The results of the research implementation are presented as follows.

Data Collection Techniques and Research Instruments

In assessing the instrument developed using a validation sheet which is then tested using the Aiken V formula with the criteria that the instrument is said to fulfill content validity if it has an average V index > 0.60 (Retnawati, 2016). The following is a summary of the results of content validity testing on Table 1.

Considering the test summary results presented in the table above, it can be concluded that, according to the experts' evaluation of the constructed instrument, it has achieved content validity as assessed by experts.

To assess construct validity, Confirmatory Factor Analysis (CFA) was utilized, employing the maximum likelihood method. Criteria for validity included a Kaiser Meyer Olkin (KMO) measurement exceeding 0.50 and a Measure of Sampling Adequacy (MSA) surpassing 0.50. Bartlett's test exhibited a significant value of 0.00, signifying suitability for further analysis. Moreover, anti-image correlation values above 0.50 were requisite for inclusion in factor analysis. Item validity was determined based on fac-

tor loadings equal to or greater than 0.40. The construct validity of each instrument was evaluated using the SPSS for Windows software, and the findings are delineated below.

The results of the construct validity test of the interpersonal skills instrument

The evaluation of the soft skills tool includes 5 indicators, each index is represented by observed variables with a total of 11 items. More specifically, indicator 1 includes 2 elements, indicator 2 includes 2 elements, indicator 3 includes 2 elements, indicator 4 includes 3 elements and indicator 5 includes 2 items. A summary of the test results is shown in the Table 2.

The construct validity testing results of the interpersonal skills instrument revealed that the Bartlett's test yielded a significance value of 0.00, indicating its suitability for analysis as it's smaller than 0.05. Additionally, the Kaiser Meyer Olkin (KMO) and Measure of Sampling Adequacy (MSA) coefficients were 0.89, exceeding the threshold of 0.50, thus affirming sample adequacy for factor analysis. The anti-image correlation values for all 11 items exceeded 0.50, allowing their inclusion in factor determination. Utilizing the Maximum Likelihood method, factor loadings were obtained for each of the 11 items based on their respective indicators. Among these, 11 items across indicators 1, 2, 3, 4, and 5 exhibited factor loading values ≥ 0.4 . Subsequently, the 11 items were subjected to rotation to assess the fit of the factor model, yielding a chi-square value of 214.609 with a significance value of 0.00, indicating a good fit as the significance value is less than α (0.05).

Following this procedure, it is deduced that the interpersonal skills instrument comprises 11 statement items that collectively constitute a factor. Analysis findings demonstrate that all valid items are distributed across 5 indicators as observed variables, collectively making a significant contribution to assessing the latent variable.

Literacy culture instrument construct validity test results

The literacy culture instrument comprises 6 indicators as observed variables, encompassing a total of 11 items. These indicators are distributed as follows: indicator 1 consists of 2 items, indicator 2 consists of 2 items, indicator 3 consists of 2 items, indicator 4 consists of 2 items, indicator 5 consists of 2 items, and indicator 6 consists of 1

Table 1. Summary of Content Validity

Instrument	Number of Items	Average V
interpersonal skills	11	0,85
Teacher literacy culture	11	0,95
Teaching creativity	10	0,88

Table 2. Summary of KMO Test and Bartlett test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.895
Bartlett's Test of Sphericity	Approx..chi-square	1192.046
	Df	55
	Sig.	.000

Table 3. Summary of KMO Test and Barlett Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.903
Bartlett's Test of Sphericity	Approx..chi-square	1118.994
	Df	55
	Sig.	.000

Table 4. Summary of KMO Test and Barlett Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.864
Bartlett's Test of Sphericity	Approx..chi-square	995.442
	Df	45
	Sig.	.000

item. An overview of the test results is provided in the accompanying Table 3.

The construct validity testing of the literacy culture instrument yielded significant results. Bartlett's test showed a significance value of 0.00, indicating its suitability for analysis as it's smaller than 0.05. Additionally, the Kaiser Meyer Olkin (KMO) and Measure of Sampling Adequacy (MSA) coefficients were 0.90, exceeding the threshold of 0.50, confirming sample adequacy for factor analysis. The anti-image correlation values for all 11 items surpassed 0.50, allowing their inclusion in factor determination. Using the Maximum Likelihood method, factor loadings were obtained for each of the 11 items based on their respective indicators. Among these, 11 items across indicators 1, 2, 3, 4, 5, and 6 exhibited factor loading values ≥ 0.4 . Subsequently, the 11 items were subjected to rotation to assess the fit of the factor model, resulting in a chi-square value of 199.118 with a significance value of 0.00,

indicating a good fit as the significance value is less than α (0.05). The analysis demonstrates that all valid items are distributed across 6 indicators as observed variables and collectively contribute significantly to measuring the latent variable.

The results of the construct validity test of the teaching creativity instrument

The teaching creativity instrument is measured through 5 indicators as observed variables with a distribution of 10 items. Where indicator 1 is 2 items, indicator 2 is 2 items, indicator 3 is 2 items, indicator 4 is 2 items, indicator 5 is 2 items,. The summary of the test results is presented in the following Table 4.

The construct validity testing of the teaching creativity instrument produced significant findings. Bartlett's test revealed a significance value of 0.00, indicating its suitability for analysis as it's smaller than 0.05. Additionally, the Kaiser Meyer Olkin (KMO) and Measure of Sampling Adequacy (MSA) coefficients were 0.80, surpassing the threshold of 0.50, confirming sample adequacy for factor analysis. The anti-image correlation values for all 10 items exceeded 0.50, allowing their inclusion in factor determination. Employing

the Maximum Likelihood method, factor loadings were determined for a total of 9 items across their respective indicators. Among these, 9 items from indicators 1, 2, and 3 exhibited factor loading values ≥ 0.4 . Subsequently, the 9 items were subjected to rotation to evaluate the fit of the factor model, resulting in a chi-square value of 227.402 with a significance value of 0.00, indicating a good fit as the significance value is less than α (0.05). The analysis indicates that all valid items are distributed across 3 indicators as observed variables and collectively contribute significantly to measuring the latent variable.

Reliability test

Reliability testing for each instrument in this study was performed using the Cronbach's alpha formula and the SPSS 20 software. The reliability criterion for an instrument to meet the standards is a coefficient value greater than 0.70 based on the calculation findings (Azwar, 2019). Here is an overview of the reliability test findings for each instrument in this study.

According to the table 5, the reliability coefficient value of the interpersonal skills instrument is 0.96, the teacher literacy culture instrument is 0.95, and the teaching creativity instrument is 0.95. All three instruments have reliabil-

Table 5. Summary of Reability Test

Instrument	Reliability Value	Description
interpersonal skills	0,96	Reliable
Teacher literacy culture	0,95	Reliable
Teaching creativity	0,95	Reliable

Table 6. Normality Testing Results

Variables	Sig value. <i>P</i>	Description
interpersonal skills	0,112	Normally distributed
Teacher literacy culture	0,066	Normally distributed
Teaching creativity	0,099	Normally distributed

ity values greater than 0.70, indicating that they meet the reliability requirements.

Prerequisite test analysis

Normality test

This test is intended to determine the normality of a data on each variable, while the technique used is the *Kolmogorof Smirnov* technique with the criteria in this normality test, namely by paying attention to the results of the calculation of the sig value. $p \geq sig. \alpha$ (0.05) then the data is normally distributed (Ghozali, 2019). The following is a summary of the analysis results. Paying attention to the presentation of the Table 6, it can be obtained information that the acquisition of data on the three variables has met the requirements of normality.

Linearity test

This test is intended to evaluate the type of relationship between the independent variable and the dependent variable, whether it is linear or not, as for the requirements in this linearity test, specifically by paying attention to the results of the test of linearity calculation. If the sig. *p* value is greater than sig. α (0.05), there is a linear relationship between the independent and dependent variables. Conversely, if the sig. *p* value is less than sig. α (0.05), there is no linear relationship (Ghozali, 2019). The findings of the analysis using the SPSS For Windows application. The following is a summary of the findings from the analysis of each dependent variable with independent factors in this study.

Based on the Table 7 the results of calculations using the help of the *SPSS for windows* program, the test results for the interpersonal skills

Table 7. Linearity Test Results

Variables	Deviation From Linearity	Description
X ₁ - Y	0,55	Linear
X ₂ - Y	0,39	Linear

Table 8. Multicollinearity Test Results

Variables	Tolerance	VIF
interpersonal skills	0,56	1,76
Teacher literacy culture	0,56	1,76

variable with teaching creativity are sig. $p = 0.55$ in the *deviation from linearity* column. The results of these calculations indicate that the sig. *p* value ($0.55 \geq sig. \alpha$ (0,05)). These results conclude that there is a linear relationship between interpersonal skills and teaching creativity. then the test results for the literacy culture variable with teaching creativity are sig. $p = 0.39$ in the *deviation from linearity* column. The calculation results show that the sig. *p* value ($0.39 \geq sig. \alpha$ (0,05)). These results conclude that there is a linear relationship between the literacy culture variable and teaching creativity in this study.

Multicollinearity test

This test is intended to test the regression model whether there is a correlation between the independent variables in this study. The criteria are by paying attention to the calculation of the tolerance value <0.10 , or by paying attention to the variance inflation factors (VIF) value > 10 , indicating the occurrence of multicollinearity. Conversely, if the tolerance > 0.10 , or by paying attention to the variance inflation factors (VIF) value <10 , indicates the absence of multicollinearity between the independent variables in this study. Multicollinearity should not occur (Ghozali, 2019). The following is a summary of the multicollinearity test results in this study.

The results of the analysis using the help of the *SPSS For Windows* program. Based on the table 8 the results of the calculation, the *tolerance* value for X₁ and X₂ = $0.56 > 0.10$ and the *variance inflation factors* (VIF) value = $1.76 < 10$, therefore it is concluded that there is no multicollinearity between the independent variables in this study.

Table 9. Descriptive statistical results of teachers' interpersonal skills

Descriptive statistics	Score
N	85
Mean	39.82
Standard deviation	2.23
Variance	4.98
Minimum Score	35
Maximum Score	43
Sum	3385

Table 10. Categorization of teachers' interpersonal

Acquisition score	Description	Frequency	Percentage (%)
$X \geq 42.06$	Very good	13	15.29
$42.06 > X \geq 39.82$	Good	38	44.71
$39.82 > X \geq 37.59$	Low	22	25.88
$X < 37.59$	Very Low	12	14.12

Table 11. Descriptive statistical results of teachers' literacy culture

Descriptive statistics	Score
N	85
Mean	39.07
Standard deviation	3.08
Variance	9.49
Minimum Score	33
Maximum Score	44
Sum	3321

Table 12. Categorization of teachers' literacy culture

Acquisition score	Description	Frequency	Percentage (%)
$X \geq 42.15$	Very good	14	16.47
$42.15 > X \geq 39.07$	Good	27	31.76
$39.07 > X \geq 35.99$	Low	33	38.82
$X < 35.99$	Very Low	11	12.94

Table 13. Statistical results of teachers' teaching creativity

Descriptive statistics	Score
N	85
Mean	34.62
Standard deviation	3.35
Variance	11.28
Minimum Score	30
Maximum Score	40
Sum	2943

1) Overview of research variables

a. Overview of teacher interpersonal skills variables

The research findings concerning the variable of teachers' interpersonal skills were analyzed using the SPSS for Windows program. The data processing involved descriptive analysis, the results of which are displayed in the Table 9.

These values will be used as a basis for interpreting and determining the categorization of the description of teachers' interpersonal skills in general. The data that has been processed with descriptive statistics is then grouped based on the categorization of the scores obtained based on the predetermined category formula. The following are presented the results of calculations to determine the categorization of teachers' interpersonal skills.

According to the information provided in the Table 10, it is evident that, overall, teachers exhibit commendable interpersonal skills. This is apparent as 38 out of the 85 teachers, constituting 44.71% of the research sample, were categorized as having good interpersonal skills.

b. Overview of teacher literacy culture

The data analysis pertaining to the variable of teacher literacy culture was conducted using the SPSS for Windows software. The descriptive analysis results are summarized in the Table 11 provided below. The data that has been processed with descriptive statistics is then grouped based on the categorization of the scores obtained based on the predetermined category formula. The following are the results of the calculations to determine the categorization of teachers' literacy culture. Based on the data shown in the table 12, it is clear that instructors have a low literacy culture. This observation is confirmed by the fact that 33 out of the 85 teachers sampled for the study, or 38.82%, were classed as having a poor literacy culture.

c. Overview of teacher teaching creativity

The results of descriptive analysis are presented in the Table 13. These values will be used as the basis for interpreting and determining the categorization of the general teacher literacy culture picture. The data that has been processed with descriptive statistics is then grouped based on the categorization of the

Table 14. Categorization of teachers' teaching creativ-

Acquisition score	Description	Frequen- cy	Percentage (%)
$X \geq 37.98$	Very good	25	29.41
$37.98 > X \geq 34.62$	Good	19	22.35
$34.62 > X \geq 31.26$	Low	22	25.88
$X < 31.26$	Very Low	19	22.35

Table 15. Summary of multiple correlation analysis results

Model	Value	Sig p
R	0,52	
R ²	0,27	
F hit	15,20	0,00

scores obtained based on the predetermined category formula. The following presents the results of the calculation to determine the categorization of teachers' teaching creativity.

Based on the Table 14, it can be observed that based on this description, it can be concluded that generally the teaching creativity of teachers is generally very good. This can be seen from 25 out of 85 teachers who became research samples, 29.41% were in the very good category in terms of teaching creativity.

2) The relationship of interpersonal skills and literacy culture with teacher teaching creativity

The analysis employed to ascertain the relationship between interpersonal skills, literacy culture, and teacher teaching creativity utilized a multiple correlation technique with assistance from the SPSS for Windows program. It's noteworthy that the analysis adhered to the requisite conditions, including tests for data normality, linearity, and multicollinearity, all of which were satisfied. Below is a condensed overview of the findings from the multiple correlation analysis.

The Table 15 reveals that the calculation result of the coefficient value (r) is 0.52 which shows a positive relationship together. Furthermore, to test the hypothesis and the meaning or significance is continued using the F test formula. The hypothesis proposed is:

H1: there is a relationship between teachers' interpersonal skills and literacy culture together with teachers' teaching creativity at Public Elementary Schools in Makassar City.

Ho: There is no relationship between teach-

Table 16. Summary of correlation analysis results

Model	Value	Sig p
N	85	
R	0,47	
R ²	0,22	
T hit	4,85	0,00

Table 17. Summary of correlation analysis results

Model	Value	Sig p
R	0,47	
R ²	0,22	
T hit	4,93	0,00

ers' interpersonal skills and literacy culture together with teachers' teaching creativity at public elementary schools in Makassar city.

Statistically written in the form: $H_0 : \beta_i = 0$ against $H_1 : \beta_i \neq 0$ for a given $i=1,2$.

Based on the results of the F test calculation, the calculated F value is 15.20 *significance p* ($0.00 < \alpha$ (0.05)). Based on the results of these calculations, it can be revealed that H_0 in this test is rejected and H_1 is accepted. there is a relationship between teacher interpersonal skills and literacy culture together with teacher teaching creativity at Public Elementary Schools in Makassar City and significant.

Furthermore, to explain how much variance of the dependent variable can be explained by the independent together can be explained by the acquisition of the coefficient of determination R^2 value of 0.27 or 27% which explains that 27% of the variance that occurs in teaching creativity (Y) is explained by *interpersonal skills* (X1) and *literacy culture* (X2) together. This means that the independent variables in this study are able to explain the dependent variable by 27% and the remaining 74% can be explained and related by other variables outside this study.

3) The relationship between interpersonal skills and teaching creativity

The analysis technique used in determining the relationship between interpersonal skills and teaching creativity is simple correlation analysis. The following is a summary of the analysis results.

Looking at the presentation of table 16

where the coefficient r is 0.47 with a positive direction. Furthermore, to test hypothesis 2 and the meaning or significance is continued using the t test formula. The hypothesis proposed is:

H2: there is a positive and significant relationship between teachers' interpersonal skills and teachers' teaching creativity in public elementary schools in Makassar City.

Ho: There is no positive and significant relationship between teachers' interpersonal skills and teachers' teaching creativity in public elementary schools in Makassar City.

Statistically it is written in the form: $H_0 : \beta_2 \leq 0$ against $H_1 : \beta_2 > 0$

Looking at table 16, the calculation result of t count is 4.85 and $\text{sig } P (0.00) < \text{sig } \alpha (0.05)$. Based on the results of these calculations, it can be revealed that H_0 in this test is rejected and H2 is accepted, so it is concluded that there is a positive and significant relationship between teacher interpersonal skills and teacher teaching creativity at Public Elementary Schools in Makassar City.

Furthermore, to explain how much variance of the dependent variable can be explained by the independent partially, it can be explained from the coefficient of determination (R^2) of 0.22 or 22% which explains that 22% of the variance that occurs in teaching creativity (Y) is explained by interpersonal skills (X_1) partially.

4) The influence of teacher literacy culture on teacher teaching creativity

The analytical technique used to determine the relationship between teachers' literacy culture and creativity in teaching was simple correlation analysis. Below is a summary of the analysis results.

Upon reviewing Table 17, it is noted that the coefficient (r) is 0.47, indicating a positive correlation. Subsequently, to test Hypothesis 3 t -test formula was applied, with the hypothesis structured as follows: H3 posits a positive and significant relationship between

teachers' literacy culture and teaching creativity, while the null hypothesis (H_0) suggests no such relationship. Statistically, this is expressed as $H_0: \beta_3 \leq 0$ versus $H_1: \beta_3 > 0$.

Upon calculation, the obtained t -value is 4.93, with a significance value (P) of 0.00, which is less than the significance level (α) of 0.05. Consequently, H_0 is rejected, and H3 is accepted, indicating a positive and significant relationship between teacher literacy culture and teaching creativity at Public Elementary Schools in Makassar City.

Moreover, to elucidate the extent to which the dependent variable's variance can be explained by the independent variable partially, the coefficient of determination (R^2) is examined, revealing a value of 0.22 or 22%. This signifies that 22% of the variance observed in teaching creativity (Y) is explained by literacy culture (X_1) partially.

Discussion

In connection with efforts to improve teacher teaching creativity, one of the strategy is to improve interpersonal skills and teacher literacy culture. Through this research, it can be stated that interpersonal skills and literacy culture have a positive and significant relationship both simultaneously and partially to the teaching creativity of elementary school teachers in Makassar City. The conjecture that reveals that there is a relationship between interpersonal skills and literacy culture with teacher teaching creativity both simultaneously and partially is proven in this study. Then it can also be stated that the better the interpersonal skills and literacy culture of teachers, the better the teaching creativity of elementary school teachers in Makassar city.

Strong interpersonal skills enable a teacher to build good relationships with students. They can listen well, understand students' needs and interests, and respond responsively. Teachers who have good relationships with students tend to be able to create an inclusive classroom environment, motivate students and arouse their interest in learning. This can encourage teacher creativity in designing and delivering subject matter in ways that are interesting and relevant to students. (Aprianti, 2018)

Interpersonal skills also enable a teacher to collaborate with colleagues, obtain feedback and share ideas. Collaboration and exchange of ideas with colleagues can awaken teachers' creativity in creating new and innovative learning approaches. Through discussion and joint reflection, teachers can broaden their views on effective teaching methods and create unique strategies to deal with challenges in the learning process [25]. (Arfandi & Sam-sudin, 2021)

In the context of teaching creativity, interpersonal skills can also play an important role in overcoming obstacles and conflicts that

may arise in the classroom. Teachers with good communication skills can tactfully manage difficult situations, build trust, and create a safe climate for students to experiment and share ideas.

On the other hand, a strong literacy culture stimulates creative thinking and imagination in teachers. By constantly engaging in reading and exploring works of literature, teachers can develop broad insights and knowledge. This provides them with a source of inspiration and new ideas in designing creative and innovative learning strategies. Through the understanding and appreciation of various forms of literacy works, teachers can develop their creativity in delivering learning materials in ways that attract and motivate students (Yanida, 2021).

A culture of literacy allows teachers to broaden their teaching approach by integrating different types of literacy. Teachers can use visual media, digital media, performing arts or other forms of expression to enrich learning. For example, they can use interactive technologies, such as video or animation, to visualize complex concepts. By using a variety of approaches, teachers can create diverse and engaging learning experiences for students, which in turn triggers their creativity. (Yanida, 2021)

Thus, a strong literacy culture is key in enhancing teachers' teaching creativity. A literacy culture provides teachers with resources, inspiration and opportunities to develop creative and innovative teaching approaches. In addition, a literacy culture also encourages active student participation and builds an inclusive learning community, which has a positive impact on teachers' creativity and students' creative development.

Conclusion

Based on the analyses and debates that have taken place, the conclusions of this study are as follows: 1) identifies the teachers' personal communication skills as typically good, explains the instructors' literacy culture, which is frequently characterized as poor, and describes the teacher's abilities. The teaching of creativity is generally considered very good. 2) there is a relationship between teachers' communication skills and literacy culture as well as teachers' teaching creativity in public elementary schools in Makassar City and the degree of deviation from the secondary variable belonging can be explained by the independent set of 27%, 3) there is a positive and significant relationship between teachers' communication

skills and teachers' creativity in teaching in public elementary schools established in Makassar City, 4) there is a positive and significant relationship between teachers' literacy culture and teachers' teaching creativity in public elementary schools in Makassar City.

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